

Inspection of Honeypot Under 5's Centre

Weeton Army Camp, Minden Road, Weeton, Preston PR4 3JQ

Inspection date: 21 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive confident, happy and eagerly run into the nursery. Staff are welcoming and provide lots of reassuring smiles and hugs. Children form close relationships with staff and are keen to explore the very well-resourced, safe, warm and nurturing environment. Children's behaviour is very good. Staff have high expectations for the children in their care and provide them with constant encouragement and praise. For example, children are called 'super stars' for their efforts. This helps to boost their self-esteem and confidence in their abilities. In turn, children play harmoniously together, they share, take turns and use great manners. This helps them acquire the social skills required for their next stage of learning and in preparation for school.

Staff provide an exciting, stimulating play and learning environment that sparks children's curiosity and willingness to learn. Younger children show delight and become immersed in their exploration of filling, tipping and pouring water into jugs. Older children take part in creative activities. They exercise their finger and hand muscles as they confidently operate scissors to cut paper. Furthermore, they manipulate dough, adding a range of materials to their creations. This helps support children with their emerging literacy development and early writing skills.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, a new manager has been appointed. The manager engages positively with staff and observes and supports their practice. This helps them to identify ways to continue their professional development. Staff in lead roles are developing their knowledge and skills to help them to fulfil the requirements of their role well. This has successfully raised the quality of the provision.
- Overall, children show great curiosity and are highly engaged in their learning experiences. They access resources that extend their imagination and critical thinking skills. For instance, children build different structures and shapes with wooden blocks and magnetic tiles. However, at times, staff do not arrange group sessions to their full potential, to ensure all children are able to engage in learning opportunities. This results in younger children losing interest quickly.
- Children have good opportunities to develop their independence skills and personal care. For example, younger children confidently put on their coats and boots. Older children prepare their own snack, peel fruit and pour drinks. Furthermore, they place their pictures on a board to indicate that they have eaten. This helps increase children's self-esteem and provides them with the belief that they are competent and capable of doing things for themselves.
- In general, staff make effective use of signs, symbols and speech to support some children's communication and language development. This enables

children to follow the routines and communicate their needs. However, some staff's questioning of children is not fully effective. For example, at times, staff ask too many closed questions, which do not always extend children's thinking and communication skills.

- A well-sequenced curriculum is in place. Staff get to know children well, what they can do and what they need to learn next. This includes children with special educational needs and/or disabilities. For example, targeted intervention plans are in place to support any additional needs. Regular review meetings take place, which include parents and other professionals. This results in all children making the best possible progress.
- Parents comment positively about their children's experiences in the nursery, particularly about the progress they have made since they have started. Staff share regular information about children's development and provide suggestions for parents to help them further support their children's learning at home.
- Children have lots of opportunities to practise their physical skills in the outdoors. They run around, climb and navigate themselves safely. Children screech with delight as they splash and jump in muddy puddles. They become mesmerised as they place powdered paint on the floor and watch the colours change and mix in the rain. This supports children in leading an active and healthy lifestyle and provides them with a greater understanding of the natural world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of keeping children safe from harm. They have a clear knowledge of the signs and symptoms of abuse and the procedures to follow if they have any concerns about children's welfare. Risk assessments and fire evacuation checks are regularly completed. Children are encouraged to understand risks as they climb equipment and take part in fire drills. This helps provide children with a greater understanding and awareness of potential dangers around them. Staff attend regular safeguarding training and have first-aid qualifications. This ensures that they have the skills to support children should a medical emergency occur.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review the arrangements to manage group activities, taking into account children's age and abilities more effectively, to ensure that all children remain fully engaged in their learning
- build on staff's understanding of how to extend children's communication skills and help them develop their language even further.

Setting details

Unique reference number	309593
Local authority	Lancashire
Inspection number	10217127
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	18
Name of registered person	Honeypot Pre-School Committee
Registered person unique reference number	RP524367
Telephone number	01253 836807
Date of previous inspection	24 November 2021

Information about this early years setting

Honeypot Under 5's Centre registered in 1995 and is situated in Weeton, Preston. The centre employs four members of childcare staff. Of those, three have a childcare qualification at level 3 and above. The centre operates Monday to Thursday from 9am to 3pm and on Friday from 9am to 12 midday during term time. The centre provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kellie Lever

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022