

Inspection of Honey Tots Day Nursery

Redeem Christian Centre, 21-23 Stokes Croft, BRISTOL BS1 3PY

Inspection date:

26 November 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Leaders have not done enough to improve the quality of teaching and learning, and address weaknesses identified at the previous four inspections. Although leaders, with support from the local authority, have designed a new curriculum, staff do not know how to implement this. Staff do not receive the support they need to understand what they teach or how children learn. Staff do not challenge or extend children's learning. Staff do not adapt or tailor their approaches to meet the needs of the children.

Staff interactions with children are poor and do not support children's communication and language development. For example, staff do not expose children to enough vocabulary geared at the right level for their stage of development. Staff do not engage in high-quality two-way conversations with children. They often ask children too many questions and do not allow enough time for children to think and respond or initiate communication for themselves.

Despite weaknesses, children settle easily as they arrive at the nursery. Staff are friendly and children and families are greeted in their home language which gives them a sense of belonging. Staff get to know children when they first start. Children behave well and are familiar with the routines of the day. They listen and respond to instructions from staff, such as washing their hands before snack and at transitions in the routine. Children have access to a suitable range of resources that interest them.

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

- Ongoing weaknesses in relation to the quality of education and leadership and management remain a concern. Despite leaders and staff working with other professionals and local authority advisors to try to improve the quality of the provision, leaders and staff remain unable to meet the learning and development requirements. Leaders have not done enough to address gaps in staff skills and knowledge needed for their role. This demonstrates poor capacity to improve and, as a result, staff practice and teaching remain significantly poor.
- Staff do not promote children's communication and language development effectively, despite having some tools and training to do so, such as through the use of picture cards and signing. Young children who are still developing their vocabularies and only speak in babble or single words are overwhelmed by questions that staff ask them. These questions are often asked in close succession using vocabulary that is too complex for them to understand.
- Staff plan some opportunities for children to develop independence in their self-help skills. However, staff do not role model effectively enough or give children the tools and equipment they need to succeed. For example, children are invited

to pour their own drinks at snack time. However, young children are given jugs that are too big and too heavy that they find hard to hold and lift. As a result, children are unable to accomplish the skill of pouring their drinks independently.

- Children are not encouraged enough to follow their own ideas and be independent in making their own choices and leading their own play. For example, staff direct children too much and instruct them to complete activities in a specific way that is not in line with their emerging interests. As a result, children often ignore the staff's interactions and become disengaged.
- Parents speak positively about staff, and comment that their children settle well and enjoy coming to nursery. Parents feel well informed. Staff tell them about their child's day at the daily handover and in parent meetings.
- Staff support children to learn about similarities and differences to promote their understanding of equality and diversity. Staff understand the cultural backgrounds of the children and families who use the nursery and use this information to help children settle. For example, they play cultural music that children recognise to soothe them when they are upset.
- Children have some opportunities to spend time outdoors, breathing in the fresh air, and staff use the indoor space for children to move around in and engage in more active and physical play. This supports their developing physical skills.
- Leaders ensure the premises are safe and secure. For example, play areas are kept clean and hygienic and resources are well organised. All staff are first-aid trained to ensure any accidents and injuries that may occur can be dealt with swiftly. Staff undertake regular safeguarding training to ensure that they can recognise and act accordingly if they are concerned about the welfare of a child in their care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure leaders have sufficient knowledge and understanding of the requirements that must be met	27/12/2024

provide effective supervision and professional development opportunities so that staff are able to deliver the intended curriculum and improve their interactions with children	28/02/2025
improve staff's understanding of how to promote children's communication and language development and ensure their teaching and interactions with children are consistently good	28/02/2025
provide opportunities for children to choose and lead their own play and develop their independence skills further.	28/02/2025

Setting details

Unique reference number	EY417700
Local authority	Bristol City of
Inspection number	10331778
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	0 to 4
Total number of places	60
Number of children on roll	28
Name of registered person	Redeemed Christian Church of God Glory of God Parish
Registered person unique reference number	RP902347
Telephone number	0117 924 3100
Date of previous inspection	15 January 2024

Information about this early years setting

Honey Tots Day Nursery registered in 2010. It operates from the Christian centre in Stokes Croft, Bristol. The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year. The nursery offers government funded places for children aged two, three and four years. The nursery employs six members of staff. Four members of staff hold an early years qualification at level 3 and two members of staff are unqualified.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector completed a learning walk with the manager and deputy manager across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed the quality of education and staff teaching during children's activities and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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.

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