

# Inspection of Honeycroft

St. Barnabas Hall, Sackville Road, HOVE, East Sussex BN3 3WF

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Inspection date: 10 December 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children and their families are individually greeted by the attentive, friendly staff as they arrive. Children initiate conversations about things of personal significance. Staff listen intently and respond with enthusiasm. Children confidently self-register and put their belongings away before quickly delving into the wide range of activities on offer. Staff carefully consider the environment and activities to capture children's interests, expose them to new ideas and concepts and promote their individual learning. Consequently, children are eager to explore activities and play experiences. This supports children to be motivated in their learning and sustain their interest as they play.

Leaders and staff recognise the diverse families and children that attend this unique, welcoming nursery. The staff team recognises the importance of getting to know children's individual personalities, cultural heritage and family backgrounds. Staff ensure children receive personalised care and learning, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL). Children seek out staff as they invite them to join their play and share their achievements. Staff are responsive and nurturing. This helps children to feel safe and valued, building confidence in their social skills. Furthermore, staff are positive role models for children. This contributes positively to children's attitudes to learning and the inclusive relationships they are forming with friends.

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

- Leaders, alongside their staff team, are dedicated to providing the best care and learning possible. They recognise the importance of staff well-being and have effective arrangements in place to mentor, coach and support staff. Staff have regular opportunities to complete additional training that supports their practice and ever-growing knowledge. This ensures that experiences for children are continually improving.
- Staff have a secure knowledge of the curriculum. They know what they want individual children to gain from the activities they have thoughtfully provided. They skilfully adapt and tailor learning experiences to support children's individual stages of learning. Staff know what children have learned and what they are teaching them next and why. Children's learning is well sequenced and provides opportunities for children to revisit new skills learned and build on them even further.
- Children have opportunities to learn about oral health and are provided with nutritious meals. Staff ensure children have ample opportunities to develop their physical skills. They gravitate to the indoor ball pit and use the outdoor space as they run, jump and balance, developing their core muscles. This promotes

children's good health.

- Staff have a calm and consistent approach to supporting children's behaviour. They acknowledge and empower children to learn and talk about their own feelings and swiftly support them to resolve minor conflicts as they arise. This contributes to children's growing understanding of their own and others' emotions. However, leaders have not identified that on occasions, mealtime routines could be better organised to enable children to consistently learn behavioural expectations and further support their independence.
- Staff provide high-quality, purposeful interactions with children that are age and stage appropriate. This promotes their communication and language skills well. Additionally, many children and families attend who speak EAL. Staff excel at providing consistent, varied communication methods, such as Makaton and pictorial aids. The staff also speak several languages, which supports communication with children and families in their native languages as well as English. Staff continually expose all children to new words as they build their vocabulary. This supports all children to become confident communicators.
- Generally, group times are well considered. Staff plan age- and stage-appropriate small-group times that capture children's attention. However, larger-group times do not always enable all children to gain the most from the activity. Some children find it difficult to focus their attention for longer periods. As a result, some children lose interest and become distracted, which impacts on others. This does not fully meet children's needs.
- Partnerships with parents are at the heart of this nursery. All staff understand the diverse community they provide for and the importance of their roles. Parents report their children make good progress, particularly in their communication and language skills, as well as developing their self-confidence. Furthermore, parents particularly value the dedicated staff, who they describe as an 'extension to their own families'.

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

- strengthen arrangements for the organisation of mealtimes to ensure children have what they need to consistently learn behavioural expectations and support their growing independence
- review the organisation of some group times to ensure that staff fully engage children to help them remain focused in their learning.

## Setting details

<b>Unique reference number</b>	130746
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10363433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	59
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Honeycroft
<b>Registered person unique reference number</b>	RP517675
<b>Telephone number</b>	01273 220323
<b>Date of previous inspection</b>	26 February 2019

## Information about this early years setting

Honeycroft registered in 1993 and is located in Hove, East Sussex. It is open Monday to Friday, from 8am to 6pm, for most of the year. The setting receives funding to provide free early education for children aged from nine months to four years. There are 10 staff who work directly with the children, of whom seven hold relevant early years qualifications.

## Information about this inspection

### Inspector

Natalie Moir

## Inspection activities

- The curriculum lead and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The curriculum lead and the inspector carried out a joint observation of a planned small-group activity.
- The inspector observed the interactions between the staff and children.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.

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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