

# Honeypot Children's Nursery - Almondbank Day Care of Children

Unit 17, Lochty Industrial Estate  
Almondbank  
Perth  
PH1 3NP

Telephone: 01738 583 800

**Type of inspection:**  
Unannounced

**Completed on:**  
6 July 2023

**Service provided by:**  
The Honeypot Children's Nursery  
Limited

**Service provider number:**  
SP2003002169

**Service no:**  
CS2003010119

## About the service

Honeypot Children's Nursery - Almondbank provides a daycare of children service in Almondbank within Perth and Kinross. The service is registered to provide a care service to a maximum of 20 children from birth to under two, 15 children aged two years and 40 children of three years and over.

The nursery is one of two privately owned nurseries which are situated in and around Perth. Children are cared for from a detached building with three playrooms, an entrance hall, and offices. All the playrooms have direct access to enclosed outdoor areas. A cosy cabin located next to the main building provides a nurturing and calm space with outdoor toilets and an outdoor play area. The service is provided by a private provider who is in partnership with Perth and Kinross council to provide funded places.

## About the inspection

This was an unannounced inspection which took place on 3 & 4 July 2023. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service and 50 of their family members who responded to our questionnaires
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were happy, confident, and motivated to learn.
- Children that require additional help are supported effectively through appropriate strategies and positive working relationships with families and other professionals. The provision of a 'Cosy cabin' provides them with a nurturing and calm space in which to play and learn.
- Staff worked very well together.
- The manager should now implement a robust system of monitoring all aspects of service development to measure and support growth and improvement within the service.  
Some children's mealtimes could be improved to provide more opportunities for choice, responsibility, independence, and a sociable, positive learning experience.
- To embed a strong sense of commitment to continuous service development. Nursery children and their families should be meaningfully involved as key partners in the development of the service.
- Nursery staff had developed positive and meaningful relationships with children and their families.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children benefitted from nurturing and compassionate care. Staff were kind and warm in their approach and caring interactions supported most children to feel safe and secure. Staff understood the value of positive attachments, they knew children well and got down to their level when supporting them with cuddles and reassurance. Some interactions could be improved, for example during busier times, one child went for a significant amount of time without receiving any positive interactions from staff. Children benefitted from praise; however, this was not explained to children to develop their understanding of what they had achieved. Overall, children and staff were having fun together, and children showed joy as staff spontaneously sang to them. It was evident that children and staff had formed positive relationships.

Effective information through personal planning supported children to receive consistent care. Children with additional support needs were very well supported. Staff worked positively with families and other professionals to ensure strategies enabled children to be fully involved in nursery routines. Since the last inspection, a 'Cosy cabin' had been built and this provision provided children that required extra support with a smaller, quieter, and nurturing area to play and learn.

Children's rights were respected as personal care routines were carried out using sensitive and warm interactions. We observed staff singing and talking to children with quiet voices as they talked them through their routines. Additionally, older children were gently reminded to close the door for privacy. Sleep arrangements respected children's needs and preferences. Staff were knowledgeable on safe sleep guidance; and were responsive to children's cues when they were tiring and gently soothed them to sleep. This helped children to feel respected and secure. We spoke to staff about how improvements could be made to the toddler rooms sleeping area which would help provide a calmer ambience for children to rest and relax.

Babies were supported with feeding and provided with nurturing interactions, enabling them to enjoy a social and unhurried lunchtime experience. Younger children experienced a mealtime that supported them to eat and drink at a pace that was right for them. However, they were not provided with opportunities for choice and independence during their mealtime experience. We suggested ways in which these opportunities could be introduced to support younger children in an age and stage appropriate way. We found staff became task orientated at lunchtime which meant children did not experience a sociable mealtime. Older children were provided with homecooked meals which were balanced and nutritious. During mealtimes some opportunities for choice, responsibility and independence were provided. However, we found these could be enhanced further. Older children had periods of time where they had to wait, for example, till all children had eaten their main meal before being served their dessert. This meant some children became restless and started to swing on their chairs. Overall, most lunchtime experiences could be improved, we suggested staff eat with children to role model healthy eating and promote language development (see area for improvement 1). Allergies were very well managed with the use of photocards with allergen stickers attached which ensured staff were aware of dietary needs. Staff we spoke to were confident in how they would respond to a choking episode which contributed to keeping children safe.

### 1.3 Play and learning

Planning floor books took account of children's interests, views and opinions which demonstrated their involvement in the planning process and their voices were highly valued. This was enhanced by staffs very good knowledge of 'in the moment planning' and aligned with curriculum learning, resulted in a very good balance of planned and child-initiated activities.

Children were achieving as approaches to planning were well organised across the service. We could see children consolidated their learning by revisiting past experiences and depth and progression in learning was clearly evident.

Older children had planned their play experiences over the summer months. Their views and ideas had been carefully considered and a planned programme, including a teddy bear's picnic, a rainbow and monster day and a trip to the park demonstrated how they lead their own play and learning.

Children's observations of learning were shared with families on an online platform. We found these were focused, individualised and of a very high quality. Next steps were age and stage appropriate, measurable, and achievable. The service had a very good tracking, and monitoring system which meant children were being well supported to achieve their targets in play and learning. This contributed to children reaching their full potential. A parent told us, 'My child is developing well with learning and curriculum, this is mainly due to their time at nursery'.

Language, literacy, and numeracy were well supported within the indoor environments. Most children were confident in writing their names and mark making opportunities were available in most areas of play. Children's early emergent writing skills were evident on displays, and we heard them use focus words such as, erosion and experiment during their play. A lending library of books and story bags was available to families which encouraged them to read with their children which supported family learning. There was scope for language, literacy, and numeracy opportunities to be further developed within the outdoor environments for younger children. We were confident this would be improved as the service had identified outdoor learning as part of their on-going improvement work.

Families were welcomed into the setting each day which supported effective information sharing to meet children's needs. Parents had visited the nursery to talk to the children about their roles within the world of work and senior staff held rhyme time sessions and parent contact evenings. These opportunities promoted strong connections for the children within their own and wider community.

### Areas for improvement

1. To support children's health and wellbeing the manager and staff should ensure that all children experience mealtimes that create meaningful and positive experiences and meet their individual needs. This may include but not be limited to;

- a) Staff sit and eat with the children to engage them in conversation and develop their language skills promoting sociable mealtimes.
- b) Include children in the planning, preparation and serving of their food.
- c) Provide opportunities to promote choice, independence, and responsibility.
- d) Reduce the time children wait in between courses.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'My care and support meets my needs and is right for me' (HSCS 1.19).

## How good is our setting?

## 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 2.2 Children receive high quality facilities

Playrooms were clean, bright, and furnished with natural furniture which helped create calm and relaxing environments. Most were welcoming and inviting spaces and they all provided children with ample space to play. We saw children made good use of the space available and played happily independently or cooperatively in groups which helped them to build positive relationships with their peers and develop their social skills. Resources were well maintained, safe and accessible to children. Staff told us the provider was always available if something required fixing or replaced and they were willing to make resources to enhance the provision and children's experiences.

Children were enabled to rest and relax as each playroom had cosy and nurturing areas which were well accessed by the children. This resulted in children seeking out a quiet space where they could have some individual time when needed and contributed to them feeling safe.

Children experienced an environment that smelt fresh and was clean as staff undertook regular cleaning throughout the day which helped support cleanliness and children's wellbeing. We saw staff and children washed their hands regularly which minimised the spread of infection. However, there were a few occasions when opportunities to wash hands were missed. For example, staff did not always wash their hands after wiping noses, and children did not always wash their hands when returning from outdoor play. On occasions, where children were not supervised, they did not always wash their hands effectively. To ensure consistency, the manager should undertake some quality assurance to embed best practice.

Staff engaged babies and younger children in a warm and kind manner. They were down at their level and offered support at a pace that was right for them. We found younger children had a limited range of interesting, exciting, and stimulating experiences available as core provision. We suggested staff should build on sensory and schematic play experiences to create more opportunities for children to be curious, wonder and explore. Staff were responsive to our suggestions and on our second visit the playroom had been enhanced with natural materials and open-ended resources which engaged children more in their play. Younger children would benefit from additional resources of this type to further enrich their play experiences.

Children's health and wellbeing was supported as they had free flow access to the outdoors for fresh air and exercise. However, at times the baby gate to the outdoor play area for babies was closed and babies all went out together after their snack. On the second day of inspection the babies did not access the outdoors during the morning session. We discussed with the management team ways in which babies could safely be given more choice about where they play. Overall, younger children would benefit from their outdoor environments being enhanced with natural materials, loose parts and experiences that promote their investigation and curiosity with their natural world. The service had started to improve these spaces with wooden climbing and play structures and a wooden cabin where babies played with real experiences. The provider had made five wooden mud kitchens which were moved into spaces during the inspection. The

service should continue to improve the outdoor play spaces for younger children to engage them further in their outdoor play.

## How good is our leadership?

## 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### 3.1 Quality assurance and improvement are led well

The manager was a visible leader and staff told us they felt supported by their leadership. There was an ethos of mutual respect between the provider, senior management team and staff. They worked well together and were committed to providing positive outcomes for the children and their families. Some staff told us that they would find regular team meetings beneficial to enhance and support them within their roles. We agreed that opportunities to reflect and engaging in professional discussions can impact positively on staff learning and practice.

The vision, values and aims of the service were displayed and shared with families. These had recently been reviewed and reflected the service provided. We suggested children their families and staff be consulted when being revised which would help promote a shared vision.

A realistic improvement plan had been developed for future planning priorities. Staff had been consulted and their views and ideas used to inform targets. Families had provided some feedback following parent contact evenings and rhyme time sessions. We suggested that it would be beneficial for feedback to be shared with families to show how their suggestions had been taken forward and developed.

Children were consulted within the planning floor books and suggested ideas for snack and summer fun programmes. However, no evidence was provided of how children and their families were involved in meeting last year's improvement targets or developing the new improvement plan. To embed a strong sense of commitment to continuous service development, children and their families should be meaningfully involved as key partners in the development of the service and their views valued, listened to, and acted upon. This would help support a shared vision to improvement planning and involve others in influencing positive change.

A significant number of families that responded to our online survey during the inspection, highlighted that they did not feel meaningfully involved in service developments (see area for improvement 1).

Limited quality assurance systems were in place. For example, the manager monitored observations of children's play and learning before they were shared with families. Additionally, some peer monitoring was undertaken to identify what was working well and what could be improved on. However, this was in the early stages and yet to have a positive impact on improving practice. The manager should now implement a robust system of monitoring all aspects of service development to measure and support growth and improvement within the service (see area for improvement 2).

## Areas for improvement

1.

To embed a strong sense of commitment to continuous service development, the manager should ensure children and families are meaningfully involved as key partners in the development of the service and their

views valued, listened to, and acted upon to influence positive change

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership (HSCS 4.7).

2.

To support children's wellbeing and promote the continued development and improvement of the service, the manager should ensure robust quality assurance systems are in place. To do this, the manager should, at a minimum:

- a) formally monitor staff practice and provide staff with constructive feedback to support them to fully meet children's needs.
- b) Monitor all aspects of service delivery

This is to ensure care and support is consistent with the Health and Social Care Standards that state 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children therefore we evaluated this key question as very good.

### 4.3 Staff Deployment

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. Staff were deployed in a way that enabled them to respond to children with care and attention. As a result, children benefitted from very close attachments with staff. This was enhanced through positive working relationships with children's families. Parent's comments included, 'Staff are caring and listen to your needs and questions; 'The team at Honey Pot are friendly and approachable' and 'The staff are amazing, I can't fault them, they are knowledgeable and caring'.

Staff had been given roles of responsibility for developing specific areas within the nursery. This contributed positively to their sense of self-esteem and confidence. Staff enthusiastically told us about their roles and how training undertaken had improved outcomes. All staff we spoke with demonstrated a passion and commitment to getting it right for all the children in their care. They were skilled in interacting with the children, they adapted their styles, using simplified vocabulary, visual prompts or challenged thinking where appropriate which supported children's development and understanding and ensured children felt safe and secure.

Staff communicated well and worked very effectively to ensure continuity of children's care was consistent. We found there was a good mix of skills and knowledge across the playrooms, staff were motivated and very committed to providing quality experiences for children. Staff morale was high, and a positive team ethos was evident. The staff team told us the provider and management team were approachable and available to them should they require support. The staff we spoke with talked of 'being part of a family' and a current focus on staff wellbeing had been introduced. We agreed once fully implemented, this strategy would contribute further to staff feeling valued and listened to.



Staff new to the service were inducted well and there was a clear process in place for mentoring and supporting new staff. This enabled them to feel included as part of the existing team. We discussed with management the importance of concluding all induction periods.

Staff absences were very well managed and staff from the service's sister nursery were part of the team on the day of inspection. They told us they felt welcomed and were confident of their roles and responsibilities. We found they were familiar to the children and provided care and comfort which meant children's routines were not disrupted. Additionally, they offered support to a staff member who had undertaken a new leadership role. This demonstrated they contributed to a staff team who identified strongly with the service.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.