

Inspection of Honeyshute Preschool

Austin Farm Academy, Delamere Road, Plymouth, Devon PL6 5XQ

Inspection date: 2 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Leaders have made good improvements since their last inspection. Safeguarding procedures are robust, and leaders act on any concerns about children's welfare swiftly. Leaders have improved how staff support children's language and communication skills. As a result, parents comment that their children use more words and have become confident talkers. Staff implement effective strategies to manage children's behaviour. For example, staff use visual cues with children to help them understand their feelings. This helps children to regulate their emotions.

Children feel safe and secure with staff that know them well. They arrive happy and ready to play. Children enjoy positive relationships with staff and each other. Staff are kind and attentive to children. They give children time to speak and ensure children feel heard. Staff encourage children to use good manners. Children say 'please' and 'thank you' often.

Leaders have significantly improved the planning and delivery of the curriculum. Staff provide targeted learning experiences that build on what children can do already and what they need to learn next. For example, staff observe that older children show motivation to begin writing their name. As such, staff provide opportunities for these children to practise their hand-eye coordination. Staff encourage children to pick up items using large tweezers. Children persevere, and this helps them to make good progress in their early writing skills.

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

- Following training on how to promote children's communication and language skills, staff speak slowly and pause when talking to children. As a result, children develop their thinking and speaking skills effectively. They have sufficient time to understand what is being said, think and respond.
- Staff support children who learn English as an additional language. They use a range of techniques to ensure two-way communication. For example, staff record key words and phrases from children's home language into a digital device. They also use hand signs with English words to ensure children understand and can communicate. This assists staff to meet children's needs.
- Children are curious about insects and nature. Staff acknowledge this and bring in real butterflies. Staff remind children of the rules when looking at the butterflies. Children know they must not touch and 'only look at them with my eyes'. Children learn about the life cycle of a butterfly and create observational drawings of them. They point out the similarities and differences between the butterflies. Staff explain they have transformed from caterpillars. Children remember their past learning and comment, 'They will turn into a cocoon.'
- Children are independent and know the routines of the setting. Before lunch,

they wash their hands and sit down at the table. Staff sit with the children and talk about what they have in their packed lunches. They support children to peel and open packaging themselves or to pour water into a cup. Staff praise children often, and children grow in self-esteem.

- Children enjoy exploring pine cones and shells in a pattern on the table. They place them in different orders and begin to learn about sequencing. Nonetheless, staff do not consistently teach children about numbers. For example, children find worms and woodlice outside. At other times, they find pretend treasure buried in sand. Children show staff different amounts. However, staff do not always count with the children or develop their number knowledge as effectively as possible.
- Staff build on children's experiences outside of the setting. Following some children's visit to the beach, staff provide props and resources in the garden to recreate the experience. Children are imaginative and make each other ice creams. They play at the beach café and talk about putting sun cream on. However, staff are not always deployed effectively outside to ensure all children remain engaged and focused on their learning. For example, staff do not always position themselves to promote learning. During these times, some children lose interest or wander off.
- Leaders implement effective supervision arrangements. Staff have regular opportunities to discuss any sensitive issues and their professional development. Leaders ensure staff access regular training to improve their practice. As a result, staff feel well supported.

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:

- develop how staff teach mathematics to strengthen children's knowledge and understanding of numbers
- review staff deployment to ensure all children remain engaged and focused on their learning when outside.

Setting details

Unique reference number	2697328
Local authority	Plymouth
Inspection number	10390431
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	32
Name of registered person	Shute, Tamsyn Claire
Registered person unique reference number	RP904271
Telephone number	07891628225
Date of previous inspection	11 December 2024

Information about this early years setting

Honeyshute Preschool registered in 2022. It is one of a chain of privately run nurseries. It is run from a purpose-built building on the premises of Austin Farm Academy School in Plymouth. The pre-school operates during term time only and is open each weekday from 8.30am to 3.30pm. There are five members of staff, including the manager. Of these, three hold qualifications at level 3, one holds a level 5 qualification, and one holds a degree qualification at level 6.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The area manager, deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 area manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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