

# Honey Bears Day Nursery

Inspection report for early years provision

---

**Unique reference number** 229083  
**Inspection date** 28/01/2010  
**Inspector** Samantha Jayne Taylor

**Setting address** Honey Bears Nursery, 60-62 Station Road, Erdington,  
Birmingham, West Midlands, B23 6UE  
**Telephone number** 0121 382 4355  
**Email** justinehbn@supanet.com  
**Type of setting** Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Honey Bears Day Nursery opened in 1991 and operates from converted retail premises in the Erdington area of Birmingham. It is within walking distance of a main high street and within easy access to bus routes across the city. There is no access to an outdoor play area although, regular outings for physical play are planned. The setting has an arrangement in place with the local children's centre which allows them to access their outdoor play facilities on daily basis. Children from the setting walk to and from the children's centre.

A maximum of 53 children may attend the nursery at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday, excluding bank holidays from 7.30am until 6.00pm for 51 weeks of the year. There are currently 64 children in the Early Years Foundation Stage. Children come from a wide catchment area and attend a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 21 staff, the majority who are qualified in early years. One staff is a trained portage worker and offer this service to children who have learning difficulties within the setting. The nursery receives support from a teacher mentor from the local authority and is currently working towards the 'quality together award'. The setting is also piloting the 'incredible years' and is closely linked to the local children's centre and in conjunction with the centre offers parenting sessions.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time spent at this busy, vibrant and fully inclusive setting which helps children to make steady progress towards the early learning goals. Excellent partnerships with parents, agencies and the wider community effectively promote children's welfare. Systems for self evaluation mostly reflect positive practise as the staff team are committed to continuous improvement through accessing training and updates of information in early years. Most welfare requirements are met but some policies and procedures are not sufficiently detailed or in line with the Early Years Foundation Stage to fully ensure children's welfare.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure there is an effective procedure in place for the safe administration of medication(Promoting good

28/02/2010

health)

To further improve the early years provision the registered person should:

- improve systems for assessment to ensure children move forward in their learning and development
- update documentation inline with the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

The setting is committed to safeguarding children. Staff have a secure knowledge of child protection and of their role. They demonstrate awareness of how to recognise signs of abuse and neglect and they have clear knowledge of procedures to be followed if they have concerns for children's welfare. Staff are encouraged to develop their training through in-house opportunities, short courses and through accessing initiatives in early years, linking with the local community. Children are supervised well as they move safely from the setting to the local children's centre to access outdoor play facilities. They are encouraged to consider their own personal safety as they wait at pedestrian crossings to cross the road and are well supported and supervised by staff. The organisation of the day is fully effective throughout the setting, staff are well deployed and good staff to children ratios ensures children are given quality time and attention. Children move around the setting both safely and with confidence and they are familiar with routine times.

Children thrive as they enjoy a wide range of exciting, challenging activities indoors and outdoors which helps them to make good progress across the six areas of learning. They make good progress in their learning as planning is both flexible and follows children's interests and older children's ideas. Whilst staff know individual children's development well the recording of children's assessment is less rigorous. The system recently introduced at the setting is not consistent across all ages and as such does not fully share children's achievements, for example, their starting points are not always recorded. Regular observations of children's development are made which relate to the early learning goals and good use is made of photographic evidence.

Information is effectively shared with parents through induction processes, regular staff meetings and annual appraisals. Parents are encouraged to become involved in the evaluation of the setting by sharing their views and making suggestions for activities. Key persons are known by children and parents which helps to establish secure and trusting relationships. Excellent links with the local children's centre and local agencies enhances children's opportunities for learning. For example, during the school holidays children are able to access visiting planned events at the centre such as drumming sessions or accessing the visiting play bus. Children with special needs and/or disabilities are fully integrated into the setting, with the special needs co-ordinator and staff liaising with a range of professional health agencies within and outside the setting. This ensures the support given is highly effective and continuity of care is well promoted. Parents and professionals complement the

setting in the support given to children and their families. Children's awareness of disability is raised through planned activities, such as those led by visiting professionals. Children recall the doll whose legs would not work and they explain to the adult why the doll had to use a wheelchair. Their questions are answered honestly and age appropriately. Under the guidance of staff children explore specialist equipment which helps them to gain both a wider understanding of the world and diversity.

The day to day running of the setting is mostly supported by policies, procedures and practice that promote children's welfare but some require an update of information in line with the Early Years Foundation Stage. The setting is secure and mostly safe. However, the policy and procedure for administering medication is insecure and as such does not fully ensure children's welfare. Risk assessments are in place and maintained through effective team working as risk assessments are completed by staff in individual departments and completed efficiently on a daily basis. Older children are also encouraged to identify risks which helps them to take responsibility for their own safety.

Parental involvement is integral to children's progression. They are valued as the child's primary carer and their views are sought in a variety of ways regarding their child from the onset of care. The dedicated staff work as a team to ensure children are settled and parents are confident in the care offered. Planning is displayed in all areas and information about activities provided. Parental participation is encouraged through activities both within the setting and the local children's centre. There are opportunities to join younger children within the setting in musical workshops and activities including parenting groups held at the local children's centre. Parents are happy with the care their children receive and talk of their children's enjoyment whilst at the setting.

## **The quality and standards of the early years provision and outcomes for children**

An exciting range of indoor and outdoor activities are planned for the children that meet all six areas of learning helping to develop children's natural curiosity as learners. Older children are consulted about what they want to do which enables them to make decisions and suggest their own ideas. The use of resources within the local community greatly enhances children's learning opportunities. For example, visits to the pet shop consolidate children's learning and understanding within their current planning theme. Children relate their own experiences of pets and talk about how they care for animals. In the role play 'vets' area they play imaginatively pretending to be different animals who are in need of care and attention. By arrangement and in consultation with parents visiting pets are introduced to children at the setting.

Children thrive as they enjoy a wide range of physical activities and have regular opportunities for fresh air and exercise. Within the setting there is also a room designated for physical play accessed by all age groups to ensure children's large and small physical skills are promoted. They regularly walk to and from the local children's centre where they enjoy an extensive range of play equipment and

activities created in a stimulating outdoor environment. Planned challenging activities such as accessing the Forest school whilst at the children's centre enable children to develop their curiosity and acquire new skills such as balancing on raised areas increasing their skill and confidence. Their good health is further enhanced through delicious and nutritious meals prepared for them on site by the setting's chef. Individual children's dietary requirements are known and catered for. Effective communication between staff ensures children's dietary needs are met well. Children express their delight both in the taste and the aroma of the meals presented. Thought and attention is given to menu planning and children enjoy a wide variety of healthy meals, such as casseroles. They enjoy this social time sharing news of the day and from home with staff and their peers.

Children's creativity is fostered in numerous ways. Younger children and babies delight in weekly music and movement sessions conducted by a visiting musical professional. Staff continue the sessions throughout their daily practice using stimulating equipment and materials to enhance babies learning and enjoyment. Babies become immediately alert as they recognise the rhymes sung by staff, waving their arms in excitement. Established relationships in the baby room are warm and secure. The children are supported in their play and learning as staff sit at their level talking and singing to them as they play.

Older children's small physical skills are encouraged through a wide range of craft activities and play. Children draw pictures and link story lines using their own drawings and words, for example, remembering now they are three years old what they were able to do or achieved at the age of two years! They use toy tweezers with precision to move items as part of a much loved game. They have great fun as they count and roll marbles initiating play with the adult as they do so. Educational computer games enable children to learn to control the mouse and press different buttons. These activities enable children to learn the skills of taking turns and sharing and are a great foundation for providing children with skills for the future.

Children's independence skills are promoted as they learn responsibilities for themselves and to others. This is reflected in many areas such as assisting in simple errands, tidying equipment away and assisting at lunch time in setting the table. Children are well supervised and learn to take responsibility for their own safety as they are given gentle reminders about rules within the setting, for example, not to climb on furniture. They are rewarded with stickers for good behaviour and staff put much effort and time into making the reward chart system both fun and innovative. There is also a 'star of the week' where children's talents and positive behaviour are celebrated within the setting for all to see and praise.

The key person system, observation, assessment and evaluation procedures link directly into the planning for the children but the assessment system throughout the setting does not contain sufficient detail. The staff are well deployed to support and guide children's learning and discuss with the children what they are doing. Challenges set for children are individual and link specifically to their own interests, needs and development areas.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the report(Welfare of the children being cared for) 28/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the report(Welfare of the children being cared for). 28/02/2010