

Honey Bees Day Nursery

Honeybees Nursery, Coningsby Road, LEOMINSTER, Herefordshire, HR6 8LL

Inspection date

25/03/2013

Previous inspection date

07/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children thrive in the healthily environment because the highly enthusiastic staff are knowledgeable about their individual needs.
- Children behave well as the staff provide the children with clear boundaries.
- The key person system is firmly embedded and children feel very safe and secure
- Children are motivated and eager to learn as staff plan activities that are based around children's interests and next steps in learning.

It is not yet outstanding because

- Babies are not consistently provided with opportunities indoors to climb, balance and jump so that their growing physical skills are fully supported.
- Children are not provided with sufficient opportunities to become creative as resources, such as sand, paint and glue are not available for children to access independently.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector reviewed a range of policies and documentation.
- The inspector observed play in all rooms.
- The inspector observed the lunchtime routine.
- The inspector spoke to staff about their child protection policy.
- The inspector spent time talking to the manager and the deputy about the running of the nursery.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Honey Bees Day Nursery was registered in 2009 and is on the Early Years register. It is situated in a purpose built premises in the Leominster area of Herefordshire, and is privately managed. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and 3, including three with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently 90 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop possibilities for children to become creative, by organising the learning environment so that children can access resources, such as paint, glue and paper independently
- open up opportunities for the younger children to have access to physical play indoors by, for example, providing tunnels, slopes and low-level steps to stimulate and challenge toddlers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn. Children access a range of activities and staff provide appropriate levels of support to ensure that children are making good progress in their learning and development in relation to their starting points. Observations and assessments are completed in all sections of the nursery, which enables staff to identify children's next steps in learning. Consequently, children's individual needs are fully met.

Staff spend much of their time playing with the children and supporting their learning. Children's understanding of language development is fostered through engaging activities.

For example, the staff talk to the babies as they make shredded wheat nests. Staff repeat the name of familiar objects, such as bowl and spoon. This helps to support children's understanding of new words and phrases. Staff play alongside children and extend their vocabulary through play. For example, as children complete a jigsaw of everyday items, staff ask questions to see if children can identify the objects, such as car, plate and cup. This helps children to respond to questions and provides opportunities for children to talk to adults and develop their conversation skills. Staff adapt their interactions well and work with other professionals to ensure children with special needs receive consistent levels of support. There are several children who speak a second language. Staff gather key words and information about the children and families to ensure that each child is valued for their uniqueness and is included. Children's early writing skills are developing as they practise their skills at making marks using crayons and chalks. They develop an interest in books as they look at them independently, retelling stories in their own words. Physical skills are supported well with the older children as they access a range of equipment, such as bikes and climbing frames that support the development of their large muscles. However, the babies do not have opportunities to consistently access equipment to develop skills, such as climbing, balancing and jumping. This means that they are not always fully supported in this area of learning. Early mathematics skills are supported as staff plan activities to encourage children to sort and categorise. For example, children are asked to organise and count a group of ducks that have a range of patterns and colours. This helps to support children's understanding of numbers.

The nursery offers children an inviting and interesting environment in which to play. The provision provides a range of good quality toys, which supports children's learning across all seven areas. However, children are unable to easily access resources, such as paint, glue, sand and water. This means they cannot freely explore their own creativity and develop ideas that are important to them. Children are encouraged to be independent, for example, they attempt put on their coats and shoes. These key skills encourage children to persist when challenges occur and prepare them for their next stage in learning, such as going to school.

Partnerships with parents are good. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to parents meetings, thus ensuring a two-way exchange of information and a consistency in approach to supporting children's next steps in learning. Good partnership working takes place between the nursery and the schools that children transfer to. For example, staff are proactive in discussing children's stage of development with school staff and visits are arranged to help prepare children for the move to school. This ensures children's development and unique learning styles are fully supported.

The contribution of the early years provision to the well-being of children

Children are happy and settled as staff have a good understanding of the needs of the children who attend and demonstrate caring and warm approach. As a result, children are confident in their care. Well established key person system means that even the very

youngest children form strong attachments to significant adults in their lives. Very young babies are warmly received into the setting by their key person and as a result, separate from their parent without any anxiety. Children receive lots of praise and encouragement making them feel proud of their achievements and provides them with the confidence to have a go at new experiences.

Children behave well as staff are consistent in their approach and provide the children with clear boundaries of expected behaviour. This results in children who are well behaved and considerate of each other. Children are learning how to share and even the very youngest do so easily when given gentle reminders by staff. For example, during a cooking activity the youngest children are encouraged to pass the bowl around the table so they all can have a go at stirring the mixture. The children respond to the staff and this helps children to develop an understanding of turn taking.

Staff support children well to understand how to keep themselves safe. In icy weather, they remind children how to walk safely in the outdoor area to prevent themselves having an accident. Children respond well to direction and play safely in snowy conditions. Children's healthy lifestyles are promoted well. The older children join in physical play with enthusiasm and manage their personal hygiene well. Children learn about healthy eating and the importance of a good diet. For example, they eat fresh fruit snacks. Children recognise when they need a drink and independently access their water bottles. Staff give relevant focus to supporting children's transitions through the setting. Children are given time to visit their new rooms with their key person. This allows children to feel happy and secure in their new surroundings.

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

The manager fully understands her responsibilities in meeting the safeguarding, welfare and learning and development requirements. The nursery gives a high priority to safeguarding. All staff have attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

There are effective recruitment and selection procedures in place and good support for staff through the induction programme. This ensures that staff are suitable to work with children and fully understand their roles and responsibilities. Staff appraisals, along with monthly individual review sessions, ensure they have ongoing opportunities to access further training, to develop their practice and extend the learning opportunities provided for children. Staff meetings and room meetings enable staff to contribute ideas and share information. The manager regularly monitors practice in the rooms and staff are beginning to observe and monitor each other's practice. These systems all contribute to improving practice and outcomes for the children. The registered provider and manager are committed to providing a high quality service and maintaining continuous improvement.

They have a good understanding of the setting's strengths and areas to develop and detailed action plans are in place. Parents' opinions and suggestions are actively sought and used to shape the service. For example, parent questionnaires are sent out and parents are invited to offer suggestions that would help to improve the nursery.

Children with additional needs are fully supported at the nursery as effective partnerships with other professionals have been developed. For example, the nursery accesses the support of speech and language therapists to give them guidance on supporting children with speech delay. This ensures all children's needs are fully met as staff tailor experiences to support their stage of development. Good partnership working takes place between the nursery and the local schools. For example, staff are proactive in discussing transition arrangements with school staff and visits are arranged to help prepare children for the move to school. Children who attend other nurseries are well supported. The nursery receives written information from the other settings about what children have been doing to help with continuity of care and learning. As a result, staff are able to spend time with children talking about what they have done at the other setting.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY396535
Local authority	Herefordshire
Inspection number	821933
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	90
Name of provider	Opportunities for Adventure, Knowledge and Skills Ltd
Date of previous inspection	07/01/2010
Telephone number	01568 613274

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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