

Hunni-Bees Children's Centre



Hunningley Primary School, Hunningley Lane, BARNSELY, South Yorkshire, S70 3DT

Inspection date	7 May 2015
Previous inspection date	8 February 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Managers and senior members of staff are inspirational leaders. Staff receive excellent opportunities to carry out further training, continuously supporting their professional development. Staff are highly qualified and their exceptional teaching practice motivates children to be enthusiastic learners.
- All staff are rigorously vetted to check that they are suitable to work with children. Staff and managers give the highest priority to protecting children's welfare. They fully implement the robust safeguarding policies and procedures, so that children stay safe.
- Staff promote continuity in children's care and learning because of the excellent information they share with parents. Parents state that the service they receive is excellent. They feel fully involved in their children's learning. Staff share children's next steps in learning. They offer suggestions for parents to support children's learning at home.
- Staff are highly supportive in preparing children, so that they are emotionally ready for the wider social network of school. Children visit teachers at the on-site school. Staff take photographs of children's activities in school and put them in small books. This allows children to become familiar with other adults and children and talk about their experiences.
- Staff have a comprehensive knowledge of all children and their families. Their partnership working is exemplary, as they work very closely with other professionals, parents and grandparents. Children's needs are quickly identified and exceptionally well met, ensuring they receive the right support to reach their full potential.
- Support for children with special educational needs and/or disabilities is exceptional.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children to explore nature outside.

Inspection activities

- The inspector observed activities in the main playroom and outside.
- The inspector conducted a joint observation with a senior member of staff.
- The inspector held a meeting with the manager, deputy manager and senior member of staff. She also spoke to staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed samples of documentation, including evidence of suitability, staff's qualifications and the self-evaluation form.
- The inspector took into account the views of parents and grandparents spoken to during the inspection.

Inspector

Jane Tucker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff offer rich, varied and imaginative play opportunities to all children. Children are active learners. They engage in all activities with enthusiasm because learning is fun. Staff effectively incorporate literacy, knowledge of the world, mathematics and communication into children's play. Staff name and sound the letters from children's names. Older children have a go at writing their name, using water and a paintbrush. Older children count the number of tyres, as they step in and out of them. They fill and empty buckets of sand. They talk about floating and sinking, as they fill up containers with water. Staff expertly develop children's language skills. They repeat babies babble and constantly comment on what they are doing. Staff encourage toddlers to explore a range of toy animals before looking at books of animals placed nearby. Children show an interest in toys with buttons that produce lights and sounds.

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

Staff are highly skilled at establishing positive relationships with parents and children. Parents and children benefit from home visits and initial meetings with their key person. Older children show high levels of independence and confidence in social situations. They decide when they would like to eat their snack and sit with their friends to talk about their day. Staff effectively support children's growing understanding of how to keep themselves safe and healthy. Older children learn good dental hygiene practice, brushing the teeth of a model dinosaur. They manoeuvre their bicycles and other wheeled toys around their friends and use their feet to help them to stop. Staff challenge children's physical and imaginary learning outdoors. Older children work together to move and carry large tyres and crates to make an obstacle course. Staff are competent at introducing stories and challenge children's ideas through skilful questioning. They encourage children to think of ways to save themselves from the crocodile hiding in the water. Children explore ants and spiders, using magnifying glasses. Staff are currently introducing a mini-beasts' area in the garden. However, this is still work in progress.

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

Managers and senior members of staff constantly motivate and enthuse their staff team. Staff are enthusiastic about their roles. They have a superb understanding of their responsibilities with regards to the learning and development requirements. All staff are reflective practitioners. Managers are proactive in ensuring that the views of parents, children, staff and others are listened to and acted upon. Staff have won several quality-improvement awards. Managers keep a track of staff's performance with high-quality supervisions and appraisals. Senior members of staff produce excellent evaluations of staff's practice. Managers have developed a comprehensive tracking system, highlighting the personal progress of individual children. The achievement gap between those children accessing the early education funding for two-year-olds and other children has narrowed significantly.

Setting details

Unique reference number	EY331861
Local authority	Barnsley
Inspection number	862502
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	29
Number of children on roll	66
Name of provider	Barnsley Metropolitan Borough Council
Date of previous inspection	8 February 2010
Telephone number	01226 287286

Hunni-Bees Children's Centre was registered in 2006. The nursery employs 13 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, term time, plus four weeks of the summer holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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