

Honey Bears Nursery and Out of School Club



Yenton Primary School, Chester Road, Erdington, BIRMINGHAM, B24 0ED

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| Inspection date | 15 December 2016 |
| Previous inspection date | 12 May 2015 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---------------------------------------------------------------|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use the information gathered from their observations and assessments of children's progress to identify clearly what they need to learn next. The planning of activities is not always based on children's next steps in learning. This means that not all activities provide sufficient challenge to support children's good progress.
- Teaching is variable. On occasions, some staff over direct children and complete tasks for them. This impacts on children's ability to learn new skills.
- Occasionally, some staff do not give children the support they need to learn what is expected of them.

It has the following strengths

- Children are happy and settled within the nursery and after-school club. They develop secure attachments with staff, which promotes their emotional well-being.
- Parents are kept informed about their child's time spent at the nursery or club. Parents speak highly of staff and say that their children love attending.
- Staff monitor children's development and share this information with parents. This helps parents to extend their children's learning at home.
- Children's health is promoted, as they are provided with nutritious meals and snacks. Staff follow good hygiene routines and show children how to manage these themselves.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ improve planning systems so that specific next steps for children are always identified and used to plan activities that consistently secure their good progress | 20/02/2017 |
| ■ improve the consistency of teaching to fully support all children in their learning and development. | 20/02/2017 |

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

- give children the consistent support and guidance they need to learn the expectations for their behaviour.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery and out-of-school club.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Weaknesses in the quality of teaching mean that not all children are supported to make the best possible progress. The arrangements for safeguarding are effective. Staff are confident of the procedures to follow to share concerns about children's welfare. Staff are deployed well and children are appropriately supervised, both indoors and outside. Managers reflect on practice. They have sought advice from the local authority and have implemented the changes suggested. Effective risk assessments are used to help ensure that the environment is safe and secure. For example, staff conduct checks on the outdoor area before taking children out to play. Staff access regular training and are encouraged to share new ideas with each other, which helps to build upon their skills.

Quality of teaching, learning and assessment requires improvement

Despite all staff having early years qualifications, the quality of teaching is not consistently good. Children are not always provided with challenging experiences that help them make the best possible progress. Staff are generally aware of the learning needs of their key children. However, staff's use of observation and assessment is not robust enough to ensure that the activities planned consistently meet the individual needs of children. This is because activities do not always focus enough on children's identified next steps for learning. Nevertheless, staff provide children with a wide variety of resources that they are able to access independently. They support children in their chosen play. Staff actively join in with them and engage them in conversations, which helps to develop their communication and language skills. Children who speak English as an additional language are supported well.

Personal development, behaviour and welfare require improvement

Staff are not consistent in their approach to helping children learn about the expectations for their behaviour. On occasions, staff give children mixed messages. For example, they ask all of the children to stop playing on the bikes and help tidy away. However, while most children help, others continue to play and are not challenged by staff. Outdoor play is encouraged on a daily basis. Children have fun as they run, climb and learn to safely negotiate space. Secure care practices, such as good nappy changing procedures, support children's health and overall well-being. Snack and mealtimes are sociable occasions. Children sit in small groups at tables and staff encourage them to chat to one another.

Outcomes for children require improvement

Weaknesses in teaching and the use of observations and assessments mean that children are not consistently making good progress. However, they are learning some skills to help prepare them for school. For example, children are encouraged to copy their name as they write tags for presents they have wrapped. They are encouraged to use numbers during play activities. Staff help them to count the steps as they climb up the slide.

Setting details

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|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY339042 |
| Local authority | Birmingham |
| Inspection number | 1079805 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 10 |
| Total number of places | 39 |
| Number of children on roll | 78 |
| Name of registered person | Honey Bears Partnership |
| Registered person unique reference number | RP522517 |
| Date of previous inspection | 12 May 2015 |
| Telephone number | 0121 464 6588 |

Honey Bears Nursery and Out of School Club was registered in 2006. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including five at level 3, one at level 5 and one at level 6. The nursery opens from Monday to Friday from 9am until 3.30pm, term time only. The club opens from 7.30am until 9am and from 3.30pm until 6pm Monday to Friday during term time and from 7.30am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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