

# The Little Honey Bees Day Nursery



Old Liverpool Victoria Sports Ground, Boddington Gardens, Acton, W3 9AP

<b>Inspection date</b>	3 May 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress from their starting points and they are curious, confident and motivated to explore. Staff know children well and plan individualised next steps in their learning to help children learn and achieve in preparation for school.
- Children are happy and develop strong bonds with their key person and familiar adults. They learn to respect one another and show care and concern for their peers. Staff are consistently excellent role models for children.
- Leaders are passionate and committed to providing high-quality early education. They have accurately reflected on the quality of their setting, including the feedback from others. Their capacity for continued success is strong.
- Staff develop children's communication and language well. For example, children enjoy taking part in a lively song times, excitedly singing along to familiar nursery rhymes.
- Staff form effective relationships with parents and other professionals. They value the importance of partnership working to provide consistency for children's experiences. Parents speak highly of the staff and provision they offer.

### It is not yet outstanding because:

- On occasion, staff do not fully consider the equipment they provide to help promote children's independence to its fullest.
- Leaders are at an early stage of comparing information about the progress made by different groups of children to help identify and close any potential gaps in learning even more swiftly.

## What the setting needs to do to improve further

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

- consider further opportunities to support older children's independence, in order to help them make the best possible progress in preparation for school
- gather even more precise information about the progress that groups of children make and identify and close any emerging gaps even more quickly.

### Inspection activities

- The inspector observed teaching and learning both inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff observations and planning and a range of policies and documentation, such as suitability of staff and safeguarding procedures.

### Inspector

Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure all staff have a firm understanding of their responsibilities in child protection. Leaders implement a range of robust policies and procedures to help keep children safe. Leaders value the importance of maintaining a skilled workforce and staff are enthusiastic and committed. Leaders support staff to access a range of professional development opportunities to keep their skills up to date. For example, staff have gained knowledge of supporting older children's awareness of letters and sounds to enhance their abilities in early literacy. Overall, leaders have a secure knowledge of the progress that children make over time and individual assessments of children's learning are highly accurate. These are shared regularly with parents.

### Quality of teaching, learning and assessment is good

Staff plan a broad range of interesting experiences to involve children in learning. For example, children have opportunities to take the class bear home and bring back photos from his time with them to share with their peers. Older children are supported well to develop their early writing skills. For example, children write lists about what to buy from the shop and show their friends. Staff encourage younger children to explore their senses. For example, children use modelling dough and experiment with rolling out shapes and tearing the dough apart. Staff help children to explore learning outside and create opportunities for them to develop their large-muscle skills. For example, children enjoy parachute games and use the climbing frame with confidence.

### Personal development, behaviour and welfare are good

Children develop strong self-esteem and show that they feel safe and secure in the care of the nurturing staff team. The key-person system is highly effective and children settle quickly. Children enjoy helping with tasks, generally. For example, they are encouraged to find their own belongings and choose their own snack. Staff help children to develop a positive attitude to healthy eating and well-being. For example, children particularly enjoy the range of nutritious meals and talk about their lunch over the table, saying it is, 'Really delicious'. Staff encourage children's understanding of those who are the same and different to themselves. For example, children enjoy looking through picture books they have made with staff about festivals they have recently learned about in the nursery.

### Outcomes for children are good

Children make consistently good progress in their learning. They develop their physical coordination and dexterity quickly and learn how to use materials creatively. For example, dancing with ribbons to express themselves. Older children begin to compare shapes in the environment and younger children develop their language skills and express their ideas freely. Children gain many skills they need and are well prepared for the future.

## Setting details

<b>Unique reference number</b>	EY484492
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1003949
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Saleena Droch
<b>Registered person unique reference number</b>	RP909839
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07828286269

The Little Honey Bees Day Nursery registered in 2015. The nursery is open Monday to Friday, from 7.30am until 6.30pm, for 51 weeks of the year, excluding bank holidays. The nursery employs five staff members, four of whom, hold appropriate childcare qualifications at level 2 and above. The manager holds a suitable level 3 qualification. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

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