

Honey Bears Nursery and Out of School Club



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

Inspection date

3 October 2017

Previous inspection date

15 December 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Managers have worked hard to make improvements in the setting. Accurate self-evaluation and a willingness to trial new approaches to practice, underpin the commitment to move forward.
- Attentive staff are alert to children's preferences and motivate them to learn. They skilfully adapt activities and engage children well. Staff observe what children do and use the information to plan for further learning to ensure good progress.
- Children develop high levels of independence skills. They know the routines and follow these, so they are able to attend their personal needs with minimal support. Staff supervise children consistently, ensuring they develop good levels of confidence to take responsibility for small tasks.
- Parents comment positively on the effective support children receive. Parents and staff discuss how to meet children's learning and development needs, and work well together to meet these.

It is not yet outstanding because:

- On occasions, staff do not allow children time to reflect on their learning or to answer questions.
- Consistent arrangements are not yet in place to monitor how staff use the information gained from some training. This means that when they implement strategies they do not always assess the impact on children's learning.

What the setting needs to do to improve further

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

- extend children's opportunities to contribute to their learning and to think about what they do, and to find answers to questions
- continue to monitor practice to identify the impact of staff training on children's learning and development.

Inspection activities

- The inspector checked a number of documents and the suitability of all persons working in the setting.
- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning. The inspector carried out joint observations of teaching with the manager.
- The inspector held meetings with the manager.
- The inspector spoke with the staff and children.
- The inspector spoke with a number of parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

Managers have actively explored ways to raise the quality of the provision since the last inspection. For example, they visited outstanding settings to gain an understanding of effective ways to improve the planning for children's learning. Managers invite parents to contribute to the self-evaluation process. For example, they encourage feedback when they offer termly workshops to involve parents in their children's learning. Managers keep track of the achievements of all children to help ensure they make good progress. They offer good support for staff to discuss their performance and to enhance their skills. The arrangements for safeguarding are effective. Staff have a good understanding of the procedures to follow if they have any concerns about children in their care.

Quality of teaching, learning and assessment is good

Staff provide enjoyable learning opportunities based on children's ideas, and fit in with their imaginary play. For example, they discuss how to transform cardboard boxes into washing machines. Staff provide good challenges for older children, enabling them to solve problems and to measure resources. They use effective questioning methods and extend children's learning well and sustain their thinking with prompts, such as what they need to wash clothes. Staff thoroughly engage younger children during circle time. They model actions to nursery rhymes and children copy what they do. Staff enthusiastically encourage children to choose songs and they give them lots of praise for their efforts. Staff consistently invite parents to share what they know about their children's development. Staff use this information to start their planning for children's learning, ensuring they give effective support.

Personal development, behaviour and welfare are good

Children are happy in the setting. They form strong relationships with staff and are sensitive to the needs of other children. Staff promote children's manners throughout activities and routines. Children learn the boundaries of behaviour and follow these well due to reminders from the staff. The layout of the physical environment works well to support children's personal development. Children easily access handwashing facilities and they can reach their coats. Children learn about healthy options while they enjoy freshly prepared nutritious meals. They freely move between rooms and the outdoor space and benefit from fresh air.

Outcomes for children are good

All groups of children, including those in receipt of additional funding make good progress in their learning. Children are developing the skills of active learners who make decisions about their play. They persistently experiment and test their ideas. Children develop skills in early writing and numeracy. They enjoy listening to stories and engage in creative play with a wide variety of resources. Children receive good support to prepare them for the next stage in learning at the setting, and at school.

Setting details

Unique reference number	EY339042
Local authority	Birmingham
Inspection number	1080816
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	49
Number of children on roll	67
Name of registered person	Honey Bears Partnership
Registered person unique reference number	RP522517
Date of previous inspection	15 December 2016
Telephone number	0121 464 6588

Honey Bears Nursery and Out of School Club registered in 2006 and 2015. The setting employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3, 5 or 6. The nursery opens Monday to Friday, from 9am until 3.30pm, term time only. The club opens from 7.30am until 8.45am 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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