

Honey Bees Nursery

Hitcham Village Hall, The Causeway, Hitcham, Ipswich, Suffolk IP7 7NE



Inspection date	17 May 2019
Previous inspection date	25 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The cohesive staff team provides a wide variety of interesting play opportunities that support children's good development in all areas of learning.
- Staff help children to feel part of the local community and build their understanding of the society they live in. They regularly take children on outings within the local area. For example, children visit the post office to buy stamps and then post their drawings home for their parents.
- Regular opportunities for outdoor play, including to a local park with large play equipment, support children's health and well-being. They exercise and learn to be physically active. For example, children enjoy playing on wheeled toys, with hoops and digging in sand.
- Parental feedback shows that they are very happy with the care and experiences that the staff give children. The manager seeks the opinions of parents through questionnaires. She uses the information she gains to help her identify strengths in the services that the nursery provides.
- Children feel safe and secure at the nursery as a result of the strong bonds they develop with staff.
- All staff show good teaching skills. The challenges staff offer help to engage children in their learning.
- The information that staff gather from parents about children's skills and abilities when they first begin is not detailed enough to promptly identify their starting points in learning. This affects how quickly staff target their teaching to support children's individual progress.
- Staff do not consistently help children to become highly independent. They do not encourage children to practise self-care skills at all times.
- While staff encourage children to develop an understanding of letter names, they do not always effectively support them to understand the sounds that letters make.

What the setting needs to do to improve further

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

- collect more detailed information from parents when children first begin attending, to be able to identify, plan for and respond to their individual learning needs more promptly
- support children's growing independence by giving them more opportunities to take responsibility for meeting their own care needs
- enhance staff's understanding of how to teach children about the sounds that letters make.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector held joint discussions and met with the provider, who is also the manager.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation, including records of children's learning.
- The inspector carried out a joint observation of a planned activity and evaluated practice with the manager.
- The inspector reviewed written feedback on parent questionnaires. She spoke with a small number of parents and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of leadership and management is good

The manager is committed to providing children with interesting and inspiring learning activities. She arranges several outings and other special events. For example, staff take children to visit the local airfield to see planes and meet service people, and families are welcomed to the nursery for events, such as a Father's Day breakfast. These activities help to involve parents in their child's learning. The arrangements for safeguarding are effective. Staff complete regular training that helps them understand how to keep children safe from harm. The manager has developed her system to monitor children's progress. She uses it to identify and address areas where they need improved teaching to ensure good progress. Regular meetings involve staff in all aspects of the nursery. This helps to achieve continuous improvement.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's progress. This helps them to accurately assess what children already know and can do. Parents value the regular updates, including photographs of their children playing and achieving, that they receive via an online system. Staff are alongside children and available to support them during their play. They recognise when to offer guidance and when to allow children time to play cooperatively with their peers. Teaching is responsive to children's emerging needs. For example, as some children make slower progress in areas of their physical development, staff provide them with more activities that promote climbing skills. Staff give children plenty of opportunities to learn new words. For example, during a planned activity to make fruit salad, they show children fruits such as blackberries, pineapple, peaches and mango. Staff help children who recognise the fruits to name them. This helps those who do not to build their vocabulary.

Personal development, behaviour and welfare are good

Staff help children to settle well. They work very closely with parents to understand each family's circumstances and meet children's individual needs. They support children to develop their confidence by giving kind and reassuring care. Children's good behaviour shows that they feel safe and secure within the nursery. Staff are good role models. They share their expectations of children's behaviour with them. As a result, children are kind and helpful to each other. For example, when there are not enough dough cutters on the activity table, an older child fetches one for a younger child who wishes to join in.

Outcomes for children are good

As a result of the good teaching the knowledgeable staff give, children make good progress in their learning. They concentrate well as they sit calmly and listen to stories at short, focused group times. Children show that they understand how to handle simple tools safely. Older children actively join in with short adult-led sessions. This helps to prepare them for longer periods of adult-led activities when they move on to school. For example, children use scissors to carefully cut out printed shapes. They persevere until the task is complete and proudly show their achievements to staff. Children enjoy spending time playing with their peers. They chat together and share their ideas.

Setting details

Unique reference number	251521
Local authority	Suffolk
Inspection number	10066156
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	36
Number of children on roll	32
Name of registered person	Scarfe, Sharon
Registered person unique reference number	RP512600
Date of previous inspection	25 November 2015
Telephone number	01449 740764

Honey Bees Nursery registered in 1995. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The nursery operates during school term times only. It opens from 8am until 3.15pm on Mondays, Wednesdays and Fridays, and from 8am to 1.15pm on Tuesdays and Thursdays. The nursery provides funded early education for two-, three- and four-year-old children.

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