

Honey Bears Day Nursery Ltd

North Road, Burslem, Stoke-On-Trent, Staffordshire ST6 2ED



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| Inspection date | 23 May 2019 |
| Previous inspection date | 21 September 2018 |

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires improvement | 3 |
| Effectiveness of 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 is a provision that requires improvement

- The monitoring of staff performance does not focus sharply on the impact of teaching. Consequently, teaching practice is variable across the nursery, with some staff not always maximising children's learning opportunities.
- Staff monitor, plan and assess children's learning, but they do not use the information gained effectively. Therefore, planning is not robust enough to consistently provide more challenging activities, to ensure all children make good progress.
- Some staff working with younger children lack strong interaction skills to support children's social and emerging language development fully.

It has the following strengths

- Staff promote children's good health well. For example, meals and snacks are healthy and staff put their food hygiene knowledge into practice effectively.
- Knowledgeable staff work well with other professionals to identify and support children with special educational needs and/or disabilities.
- Partnerships with parents are strong. Parents comment that they feel happy and well informed about the care and learning their children receive.
- The manager has taken action to address weaknesses identified at the last inspection. Self-evaluation is ongoing and the views of parents, staff and children are considered.

What the setting needs to do to improve further

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

| | Due date |
|--|------------|
| make sure that supervision of staff is successful in providing guidance and coaching, to ensure consistently good teaching that promotes children's learning | 31/10/2019 |
| use information gained from assessments of children's learning effectively, to plan challenging activities to help all children make the best possible progress. | 31/10/2019 |

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

- build on assessments of staff practice to focus more sharply on raising the quality of social interactions with young children to an even higher level.

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 held a meeting with the provider and nursery manager and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents.

Inspector
Jacqueline Coomer

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. The manager ensures that all staff understand how to keep children safe from harm. Staff have a good knowledge of the procedures to follow. They recognise where children may be at risk from exposure to extreme views and behaviours. There are suitable recruitment, vetting and induction procedures in place. This helps to ensure that all staff are suitable to be in regular contact with children. The manager monitors staff practice to identify strengths and areas for improvement. However, staff supervision systems are not robust enough to raise the quality of teaching and planning for children's learning to a consistently good level.

Quality of teaching, learning and assessment requires improvement

Children enjoy exploring resources and playing alongside each other. Staff sit with babies and toddlers and provide toys that engage their interest. Staff make frequent observations of children to help inform the assessment process and share these with parents. This provides a continuous two-way flow of information. However, weaknesses in teaching skills and planning mean some staff do not always challenge and extend children's knowledge. For example, staff provide resources, such as wooden blocks, but do not use children's interest in these to build further on their learning. Older children benefit most from group times where experienced staff take the lead in discussions. For example, children enjoy exploring the properties of ice and finding out about 'minibeasts'. They learn about different life cycles, for instance, incubating eggs into ducklings.

Personal development, behaviour and welfare require improvement

Children behave well. They learn to share and take turns and they are aware of simple behaviour rules, such as 'kind hands'. Staff encourage children to be as independent as their age allows. They praise children for their achievements, which helps to raise their confidence and self-esteem. Staff working with the younger age group follow children's individual care routines closely. They regularly check on sleeping babies. However, staff supervision systems have not focused highly enough on raising the quality of social interactions with young children to a consistently good level. Children are physically active in the outdoor play area every day.

Outcomes for children require improvement

Weaknesses in teaching mean that not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. However, they do gain some useful skills to prepare them for their eventual move on to school. They show confidence and perseverance during their play activities. Children gain an understanding of different traditions, families and communities beyond their own experience. Pre-school children enjoy doing puzzles which develop their confidence and understanding of numbers. They learn to recognise their names in print.

Setting details

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| Unique reference number | EY376412 |
| Local authority | Stoke-on-Trent |
| Inspection number | 10080935 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 9 |
| Total number of places | 95 |
| Number of children on roll | 95 |
| Name of registered person | Honey Bears Day Nursery Limited |
| Registered person unique reference number | RP528150 |
| Date of previous inspection | 21 September 2018 |
| Telephone number | 01782 814 300 |

Honey Bears Day Nursery Ltd registered in 2008. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, seven hold qualifications at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday, for 51 weeks a year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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