

Honeybear House Day Nursery

34 Sun Street, WALTHAM ABBEY, Essex EN9 1EJ



Inspection date	27 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children demonstrate strong levels of independence from a young age at the nursery. For instance, younger children learn to move up and down the stairs safely. They confidently develop these skills and are reassured that staff are nearby in case they need help.
- Children progress well from their initial starting points. Staff praise children for their achievements. This helps them to remain focused on and motivated by the activities they choose.
- The staff work well together. They communicate effectively with each other and support one another when needed. The supportive manager values their opinions and takes on board their comments and feedback. For instance, the manager and staff reflect on the provision together and discuss ways to enhance the service further during their regular staff meetings.
- Children are happy and settle quickly at the nursery. They enjoy their time and interact positively with the staff. Families are provided with an effective settling-in process. This helps the children to feel comfortable in their surroundings.
- Staff do not always support children who speak English as an additional language effectively enough to develop their communication skills.
- Staff keenly participate in professional development and training. However, the manager does not always provide staff with specific enough training to support the gaps in children's learning that she identifies through monitoring children's progress.

What the setting needs to do to improve further

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

- enhance the levels of support provided to children who speak English as an additional language so that they can develop their language and communication skills further
- use the data gathered through tracking children's progress more effectively to focus training for staff, so that they can support children to close gaps in their learning more rapidly.

Inspection activities

- The inspector had a tour of the premises indoors and outdoors.
- The inspector held discussions with parents and took their views into consideration.
- The inspector and the manager jointly observed the teaching of a planned activity. They discussed the impact of the teaching on children's learning.
- The inspector spoke to staff and children at appropriate points throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of staff suitability documents and children's learning records.

Inspector

Jennifer Hardy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a strong understanding of how to keep children safe. They are aware of the potential signs of abuse and neglect. They know the process to follow to raise their concerns. Parents are pleased with the service the nursery provides. They feel well informed about the progress their children make. Staff work with them to support children's continuity of care and learning between the nursery and their homes. The manager provides staff with regular opportunities to discuss their performance. She sets them appropriate targets, which helps them to improve their practice. The manager works collaboratively with other organisations. She invites them to the nursery to hold professional discussions. For instance, she invites class teachers to visit the children and discuss their progress with staff. This helps to support children when they move on to school.

Quality of teaching, learning and assessment is good

The confident staff team supports children's learning effectively. The learning environment is bright and welcoming. For instance, the range of colourful displays help to support children's learning. Staff provide a narrative for children's play. This supports the youngest children to learn new words. Children are encouraged to recognise the similarities and differences between themselves and others. For example, they talk about their facial features as they look in mirrors. Staff use questioning effectively to encourage children to talk about their creations, such as talking about the pictures they draw. Staff skilfully use every opportunity to develop children's counting skills. They count with the children as they line up to come inside from the garden.

Personal development, behaviour and welfare are good

Staff act as positive role models for the children. They support children's behaviour well. For instance, they remind children of the rules and children respond appropriately. Staff support children to be polite and use their manners. For example, they model sentences for children as they ask for more snack. Younger children turn to staff for comfort and reassurance. Staff respond kindly and form strong relationships with the children they care for. For example, they talk to younger children gently as they wake up from their afternoon sleep. Staff promote children's awareness of the wider community. For example, they take them on regular outings to the local shops and library.

Outcomes for children are good

Children gain a wide range of skills that help to prepare them for their future learning and starting school. Older children learn to follow routines successfully. For instance, they participate in group registration and confidently identify the day of the week and what the weather is like outside. Children enjoy singing songs and younger children dance around excitedly. Older children use paintbrushes to explore colours. They talk about what happens when they mix the colours together. The youngest children explore the environment confidently. For instance, they use containers to pour water into a wheel and watch it turn around with interest. The oldest children use their imaginations as they play. They invite their friends to join in with their games, for example when they pretend to go to the shops to buy hats as it is sunny outside.

Setting details

Unique reference number	EY548991
Local authority	Essex
Inspection number	10111183
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	44
Number of children on roll	30
Name of registered person	Honeybear House Limited
Registered person unique reference number	RP527739
Date of previous inspection	Not applicable
Telephone number	01992 762115

Honeybear House Day Nursery registered in 2017. The nursery opens Monday to Friday, from 7.30am until 6.30pm, for 52 weeks of the year. The nursery employs seven members of staff, six of whom hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-olds.

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