

# Inspection of Honey Bears Nursery and Out of School Club

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

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Inspection date:

6 November 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Teaching is variable. The arrangements for monitoring staff's performance are not yet fully embedded in practice. Leaders and managers do not focus as sharply as possible on extending staff's knowledge and skills in this area. Nevertheless, the staff are welcoming and friendly. Children have built positive attachments with staff. Staff are familiar with the children's routines and children's care needs are well met. Children show that they are settled and happy, safe and secure in the nursery. However, staff do not have the highest expectations for children's learning. Due to weakness in teaching, assessments and planning, children do not yet benefit from the most appropriate challenge in their learning to help them achieve their full potential. Nevertheless, the curriculum is generally broad. Staff provide resources that children can freely access. Children show a willingness to learn. For example, two-year-olds explore textures, such as sand and play dough. Pre-school children look for bugs in the outdoor play area and explore the natural world. Children take part in role play as they pretend to cook sausages. Overall, all children are respectful towards adults and visitors. They follow instructions and generally behave well. Leaders and managers ensure staff ratios are met. However, at times, staff are not deployed well enough to help develop children's learning fully and support younger children when they have minor disagreements.

### **What does the early years setting do well and what does it need to do better?**

- Leaders and managers aspire to provide the best possible experiences for children and their families. They have moved premises to improve children's safety, and modernised the nursery environment. They have invested in good-quality resources and recruited new staff. However, the manager does not monitor the quality of staff's practices, teaching and planning, and children's progress closely enough to help maintain the good standards.
- The majority of staff and managers are well qualified. Leaders and managers conduct supervision meetings to ensure staff can benefit from some training opportunities. However, some staff in the nursery do not have a clear understanding of how to promote learning and development fully. As a result, the quality of teaching in the nursery is inconsistent. Performance management arrangements are not robust enough to help achieve the best possible outcome for all children.
- Staff observe children as they play. However, the assessment of children's learning is not precise enough. Staff are not always clear about what each child needs to learn next. Consequently, staff do not offer appropriate challenge, or support children well enough to help them to make the progress that they are capable of.
- Children make choices from the range of resources that are on offer indoors and outdoors. However, staff do not always help children to take part in manageable

tasks to promote their independence even further.

- Staff have established positive relationships with parents. They share information with parents in various ways. For example, staff have daily discussions with parents about their child's time at the nursery and parents have access to online systems to follow their progress. This helps to develop some continuity of care and achievements between nursery and at home. Parents say that they find the staff approachable and that their children are developing confidence and are settled.
- Children express their ideas in a different ways. Pre-school children pretend to be on stage as they sing their favourite nursery rhymes. Two-year-olds join in action songs as staff pretend to imitate a story that children are familiar with. This helps to promote some of the skills needed to prepare children for the next stage of their learning.
- Staff are aware of children's dietary needs. Meals provided at the nursery are healthy, nutritious and consider children's cultural requirements and parental preferences. Staff encourage children to wash their hands at appropriate times. Children have opportunities to be active. For example, they have access to the outdoors throughout the day, where they climb, balance on large apparatus and ride tricycles. Children's physical development and good health are promoted.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have a sound understanding of the procedures to follow to share concerns they have about children's welfare. They are knowledgeable about the indicators of abuse, including the procedures to follow should an allegation be made against a member of staff. Staff are suitably vetted. The premises are safe and secure. Staff conduct daily checks of the nursery environment and all external doors are locked. This helps to remove or reduce any risk of unauthorised access into the setting or children leaving the premises unnoticed.

## What does the setting need to do to improve?

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

	<b>Due date</b>
implement rigorous monitoring of staff's practice, the quality of teaching, planning and children's progress, to help raise the standards and provide good care and learning experiences for all children	31/01/2020

extend the arrangements for performance management and focus sharply on building staff's understanding of learning and development and teaching skills to help achieve the best possible outcomes for all children	31/01/2020
ensure all staff make accurate assessments of children's learning and embed the planning fully so that children continually benefit from activities linked closely to their next steps in learning, to further develop their progress	31/01/2020
improve deployment of staff to consistently meet children's individual care and learning needs effectively.	31/01/2020

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

- review the organisation of routines and help children to take part in manageable tasks that help to develop their independence further.

## Setting details

<b>Unique reference number</b>	EY339042
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10130536
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	170
<b>Name of registered person</b>	Honey Bears Partnership
<b>Registered person unique reference number</b>	RP522517
<b>Telephone number</b>	0121 382 5057
<b>Date of previous inspection</b>	3 October 2017

## Information about this early years setting

Honey Bears Nursery and Out of School Club registered in 2016. It employs 15 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 7am until 6pm, for 51 weeks. The out-of-school club opens on Monday to Friday, from 7am until 9am and from 3.30pm until 6pm during term time, and from 7am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rupi Phullar

## Inspection activities

- The inspector conducted a learning walk with the manager. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed several joint observations with a deputy manager of the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the leaders and managers.
- The inspector viewed documents relating to the suitability of staff working in the nursery.

We carried out this inspection 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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