

Inspection of The Honey Bee Day Care

Tilia Lodge, London Road, Reading, Berkshire RG1 3PA

Inspection date:

25 November 2019

Overall effectiveness

Requires improvement

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Teaching is not yet good enough. Overall, children access a range of activities and behave well. However, at times, teaching is not purposeful, depending on which staff are working with the children. For instance, despite staff saying that the intent of a painting activity is to help younger children learn about colours and develop their mathematical skills, they leave toddlers to paint alone and do not support their learning with effective interactions. In addition, in the pre-school room, staff tell children to connect letters together to spell a word. However, most of the children lack a confident understanding of what the letters are. Children quickly lose interest in activities, which are not always planned at an appropriate level for them. However, they do acquire some skills that prepare them for their future learning.

Nevertheless, babies enjoy drawing with pens and have fun popping bubbles to build their physical skills. Staff talk with the children, sing songs and read stories to them. This helps to support children's emerging communication and language. However, at times, some staff are too eager to provide answers to questions before giving children sufficient time to respond or to share their own ideas and experiences.

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

- The management team has made steady improvements since the last inspection. Managers have addressed the last inspection findings and ensured the adult-to-child ratio is maintained. Staff working with the children are qualified and are deployed appropriately. They have ongoing supervision and weekly team meetings. All staff benefit from regular appraisals and have suitable training to update their skills. For example, some staff have recently had training on food hygiene and others have completed paediatric first-aid training.
- Children behave well overall. They are developing suitable friendships and learn the importance of using good manners such as 'please' and 'thank you'. Any minor incidents that occur between children are managed appropriately by staff. Most staff are kind and considerate with the children. However, at times, some staff do not respond to children with sufficient sensitivity. For instance, they take the children to the bathroom by holding their wrists. At times, some staff do not communicate positively with children, such as telling them 'no', 'stop that' and 'sit down'. They do not model good manners to children at these times to help promote good positive behaviour. Despite this, children show that key persons and staff are important to them and they enjoy their company.
- Staff demonstrate that they are aware of the learning and development requirements. They plan a range of activities for the children. However, staff do not always fulfil the learning intention of activities. Despite this, children do sit

and listen during story and group times for example. Staff have strong relationships with parents. They keep parents up to date with what their children have done in the nursery and provide activity bags for parents to take home. This helps parents to support their children's learning at home.

- Children enjoy freshly prepared meals. Staff sit with the children at these times and encourage their developing independence. For examples, babies are supported in drinking from a cup, and older children are helped to use cutlery. The nursery is clean and there are suitable hygiene procedures in place. However, some staff do not follow the nursery's procedures when changing children's nappies. For instance, they do not wipe down the nappy mat between changing children. This puts children's health at risk.
- Children of all ages enjoy playing outside. They enjoy playing hopscotch and have fun in the mud kitchen. They develop their understanding of the world well. For example, staff help them to learn how to care for the nursery's pet chickens. Children are developing an awareness of possible risks and how to manage these. For instance, during role play, they use the road markings and traffic lights, which promotes their understanding of road safety.
- Staff build effective partnerships with other professionals, which helps them provide continuity for children. For example, staff promptly identify and support children who need extra help in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have completed child protection training since the last inspection. They now have an up-to-date knowledge of the signs and possible indicators that would raise concerns about a child's well-being. In addition, staff are confident in the referral process to protect children's welfare. There are clear safeguarding policies and procedures. These include only allowing adults with appropriate suitability checks into the main playrooms, to maintain children's safety and privacy in the toilet. The managers follow secure recruitment and vetting procedures to ensure staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching to ensure children consistently benefit from quality learning experiences and make the best possible progress	23/12/2019

take action to ensure all staff understand and manage children's behaviour appropriately, and help children understand the consequences of their actions on others.	23/12/2019
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To further improve the quality of the early years provision, the provider should:

- increase opportunities for children to share their own knowledge and ideas, and allow them more time to respond to questions they are asked
- support staff in following the nursery's policies and procedures for nappy changing, to ensure children's health is not compromised.

Setting details

Unique reference number	2508530
Local authority	Reading
Inspection number	10112640
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 to 4
Total number of places	59
Number of children on roll	49
Name of registered person	Prima Edu Limited
Registered person unique reference number	RP910348
Telephone number	07898948837
Date of previous inspection	10 May 2019

Information about this early years setting

The Honey Bee Day Care registered in 2019. It is situated in Reading, Berkshire. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery employs 10 members of staff, of whom one holds qualified teacher status and six staff hold a childcare qualification between levels 2 and 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years old.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspector and the provider undertook a tour and a learning walk of the nursery premises.
- The inspector observed staff's teaching with children during their play, activities and daily routines. In addition, the inspector spoke to staff and children during the inspection.
- Parents' feedback was gained by the inspector through discussions with parents available on the day of the inspection.
- The inspector completed a joint observation with the manager and deputy manager.
- A meeting was held with the management team, and a sample of paperwork was reviewed during the inspection, including evidence of staff's suitability.

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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