

Inspection of Honeybear Nursery Ltd

11 Northenden Road, Gatley, Cheadle, Stockport SK8 4EN

Inspection date:

7 May 2021

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Although staff are eager to help children learn, they do not consistently provide a sequence of learning that matches children's capabilities. This means that some children do not build up their knowledge and skills in the right order, so they are ready to move on to the next stage of their learning. Staff do not see the importance of helping children develop a love of books to support their literacy skills. Some books are in a poor state of repair. As a result, children cannot enjoy their favourite stories because pages are ripped or missing. Leaders and managers have identified these gaps and they are determined to make improvements so children get the best start. However, these issues have not been resolved quickly enough and prompt action is needed to prevent children falling behind in their learning.

Staff care for the children and do their utmost to keep them safe. This is particularly evident due to the impact of the pandemic. Children and toddlers know the revised routines and have adapted incredibly well. They leave their parents at the entrance and bound into the nursery without hesitation, for example shouting 'bye daddy'. Children are extremely happy as they greet their friends and staff. The personal development of children is positively promoted. Children develop confidence and show resilience as they try to reach the top of the climbing frame. They also show respect for the natural environment as they handle minibeads in the outdoor play area.

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

- Leaders know the quality of education is not good enough. They have taken some steps to remedy the weakness. Leaders have introduced a new planning system to help staff build on what children know and can do. They have also started to moderate the accuracy of staff assessments. However, leaders have not considered how they can better help staff develop the skills they need to implement an exciting curriculum for children.
- Staff give children lots of attention and praise. This boosts their self-esteem and helps them to develop a can-do attitude. During the inspection, children worked cooperatively to build a train track and beamed with pride at the end product. At other times, children initiate their own learning. During outdoor play, children worked together and quickly realised that they could transport leaves and twigs in the toy pram. This generated lots of lively discussions and demonstrated their critical thinking skills.
- Staff do not consistently support children's learning in the right order. For example, some activities for toddlers are too advanced and some activities for the most able children are not challenging enough.
- Staff speak clearly and audibly. They provide narratives as children play, which

exposes children to new words and helps to widen their vocabulary. Some staff have received training to help them assess children's early language skills. However, these assessments are not routinely carried out. This means children who are delayed in their speech and language do not receive timely support to help them catch up quickly.

- Leaders and managers care greatly about staff workload and well-being. They carefully consider how to deploy staff, which means staff are not put under unnecessary pressure. Staff confirm they are extremely happy at the nursery. They particularly enjoy the praise and support which are provided by the leadership and management team. Staff morale is high.
- Parents are hugely supportive of the nursery and speak highly of the staff. A reoccurring compliment from parents is how well their children have developed in confidence since they started at the nursery. Staff communicate effectively with parents, which keeps them abreast of their child's day and progress. The manager speaks to parents at drop-off and collection times. Parents' evenings have also been adapted and held via telephone. Parents welcome ideas to extend their children's learning at home.
- Staff implement effective hygiene routines, which minimises the risk of cross infection. At sleep time, children are provided with freshly laundered bedding, stored in individual bags. Children demonstrate high levels of independence as they wash their hands meticulously. Staff are always close by and explain to children that they need to wash their hands thoroughly to wash away the germs. Children benefit from some outings, which contributes to their personal development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their responsibilities for keeping children safe. They receive regular child protection training and updates are displayed throughout the nursery. Staff understand the procedures to follow if they have any concerns about children. They also understand the whistle-blowing procedures should they have any concerns about their managers or colleagues. Staff know the children well and work closely with outside agencies to ensure vulnerable children and families get the support they need. All areas of the nursery are safe, and daily routines, such as mealtimes, are managed well. Staff are aware of children's dietary needs. They sit with the children at mealtimes, which ensures children's safety as they devour their wholesome meals.

What does the setting need to do to improve?

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

- ensure the curriculum is planned and sequenced effectively so that activities are

pitched at the right level and build on children's existing knowledge

- make sure staff develop the knowledge and skills needed to help them support children's early literacy and love of reading
- tighten the way staff use the assessment systems to help them identify children who are behind in their speech and language
- equip staff with the knowledge and skills they need to help further develop their practice and create an exciting curriculum for children.

Setting details

Unique reference number	EY362226
Local authority	Stockport
Inspection number	10194921
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	56
Number of children on roll	67
Name of registered person	Honeybear Nursery Limited
Registered person unique reference number	RP910767
Telephone number	0161 491 5121
Date of previous inspection	15 November 2017

Information about this early years setting

Honeybear Nursery Ltd registered in 2012. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and four at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- This inspection was carried out following our risk assessment process.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to children and staff throughout the inspection.
- The manager and the inspector completed a learning walk around the nursery.
- The inspector checked evidence of the suitability of staff working with children.
- The inspector spoke to parents during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021