

# Inspection of Honey Bear Day Care

14 Nel Pan Lane, Leigh, Lancashire WN7 5JS

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Inspection date: 12 August 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children thrive in the warm, nurturing environment. Leaders and staff are very passionate about the care and learning children receive while at the nursery. They ensure that children's emotional well-being is well supported. Children settle in and transition between rooms at their own pace. Staff regularly work with parents to gather information about children's changing needs and interests. They know the children extremely well. Children develop secure attachments with key persons and other staff. They demonstrate a strong sense of belonging and become confident, independent learners. Children behave extremely well. Staff are good role models. From an early age staff introduce children to turn taking and tidy up time. This means that older children understand what is expected of their behaviour. They demonstrate respect for others and use excellent manners.

Leaders are highly ambitious for all children who attend the nursery. Children with special educational needs and/or disabilities are extremely well supported. Leaders make use of a wide network of support from other agencies to ensure children receive any additional support they require. Staff focus strongly on developing children's independence. All children are given time and space to explore their environment and create their own play. For example, staff support babies to explore the shape and space of boxes. Babies open and close lids and latches, while staff describe what they are doing. This supports children's early language development.

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

- Leaders provide a well-planned curriculum that is ambitious for all children. Staff ensure learning is based on what children know and can do. Assessment is used effectively to provide targeted support and close any identified gaps in learning. Staff provide experiences that support children's development and ensure learning is embedded. For instance, staff encourage children to recall what they learned about the lifecycle of a butterfly, while they create minibeasts.
- Numeracy skills are particularly well supported across the nursery. Staff understand the language of numeracy and use it effectively throughout the day. For instance, staff use positional language as children play with play dough. Older children are encouraged to problem solve, when asked 'how many more' they need to reach a number. Staff count as babies place rings on hooks.
- Children benefit from a wide range of opportunities to support their physical development. Outside, each age group has its own play area. Staff encourage children to balance and climb using age-appropriate equipment. Babies roll silver balls across the floor. Older children engage in games which require them to balance to be 'safe from capture'.
- Parents are delighted with the care their children receive. They speak

enthusiastically about the individual help and support they receive from staff. Parents receive regular updates about their child's development from their child's key person. The nursery provides home learning resources and ideas for children to take home. During the COVID-19 (coronavirus) pandemic, staff kept in touch with parents over the telephone. Parents were provided with ideas and activities to support their children at home.

- Leaders and staff regularly evaluate the quality of the environment and learning, which takes place within the nursery. They use self-evaluation to set effective and ambitious plans. However, they do not take into account the views of parents to identify the nursery's strengths and areas for development.
- Children benefit from a language rich environment. Rhymes are sung throughout the day during play and adult-led activities. Children freely explore books and have story time twice a day. Staff model correct language during play.
- Children are well prepared for the next stage of their learning. Transition between rooms is well planned so that children feel safe and secure. Reception teachers from three local primary schools visit the nursery to observe the children before they move on to school.
- Leaders have a good understanding of the strengths and weaknesses of staff. Apprentices are particularly well supported. They are fully involved in supporting the children's learning and development. Staff access ongoing training and support. However, professional development targets are not precise enough to help to improve the quality of practice to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand their responsibility to protect children from harm. The designated safeguarding lead is highly experienced and takes an active role in working with other agencies to keep children safe. Staff have an excellent understanding of how to identify if a child is at risk of harm and know who to contact if they have a concern. They are knowledgeable and well trained. The nursery has robust procedures in place. Staff know who to contact if they have concerns about a colleague and how to escalate concerns beyond the nursery. Leaders and staff provide a safe, secure environment for children to play and learn in.

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

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

- strengthen professional development to include precise targets for staff, to help to improve the quality of practice to the highest level
- seek the views of parents more regularly, to help identify and promote further improvements to the quality of the provision.

## Setting details

<b>Unique reference number</b>	EY557159
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10174899
<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 at time of inspection</b>	0 to 9
<b>Total number of places</b>	70
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Honey Bears Ltd
<b>Registered person unique reference number</b>	RP905490
<b>Telephone number</b>	01942 672258
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Honey Bear Day Care was registered in 2018. The nursery employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3, including one staff member who holds a level 6 qualification and another who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. In addition, the nursery runs after-school and kids club.

## Information about this inspection

### Inspector

Rebecca Hastie

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the manager undertook a learning walk of the whole nursery and discussed how the curriculum is organised and implemented.
- The manager and the inspector conducted a joint observation of an activity.
- The inspector spoke to a number of parents and took into account their views about the care and education provided by 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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