

# Inspection of The Honey Bee Day Care

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

---

Inspection date: 10 September 2021

<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	Requires improvement

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

### **The provision is good**

Children arrive happily and settle easily on arrival. They are enthusiastic to learn and play. Children form very positive relationships with staff. They are confident and are able to express their needs, such as asking staff for help. Staff have a secure knowledge of children's individual needs and how to meet these. They have a good understanding of how to support children's learning, including those who may need extra help. Staff know the importance of identifying and taking action to close any gaps in children's learning. For example, through planning activities, working with parents, and seeking guidance from professionals, if required.

Children have access to a broad range of resources, activities and equipment. Staff are very attentive to children and, overall, they support children's learning and good progress across all areas of learning effectively. Children hear new words regularly and staff explain the meaning of these to them. This helps children to gain a secure knowledge and understanding of the words and their meaning. For example, during a walk, staff and children repeated phrases from a book when acting out the story. In addition, fun activities help children to develop understanding of words, letters and their sounds, such as finding and talking about pictures hidden in sand.

Children learn about keeping themselves safe and behaving appropriately. For instance, staff gained children's attention before talking with them about the rules for going out for a walk.

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

- Staff value and include children's uniqueness well, such as other languages spoken at home. Staff display words in other languages children speak at home and use familiar greetings with them. In addition, they encourage families to share their individual backgrounds. For instance, through bringing in traditional food, clothing or providing photographs to share with all the children.
- Children and parents who are learning English as an additional language are supported well. Many of the staff are multilingual and this helps them to find out about children's and parent's needs and wishes. Staff ask parents to provide key words and find out how these are pronounced. This helps staff to use familiar words with the children alongside English.
- Children show an interest in keeping themselves healthy. For example, they enjoy brushing model teeth and learn about healthy foods. Children are able to talk about their new knowledge. For example, while at the snack table, a child explained that drinking milk helps to make their teeth strong.
- The quality of education is good, overall. The manager and staff have a secure understanding of what they want children to learn and how to sequence learning

over time for children. Although staff are very responsive to children this, occasionally, limits children from freely exploring their play and activities. In addition, on occasion, staff do not extend on their discussions, to help children gain further knowledge and understanding.

- Staff understand how to support children with special educational needs and/or disabilities. They know how to use appropriate strategies, such as visual timetables and picture cards, to help support communication. Staff plan for children's learning needs using individual education plans when appropriate, which they regularly review and update.
- Parents comment very positively about their children's time at the nursery and the support they and their children receive. They are highly complimentary about the staff team, the activities that are offered to their children, and the feedback they receive about their child's day and learning.
- Staff provide a good role model to children as they are calm and respectful. Children are given simple reminders about their behaviour and are encouraged to use good manners. Staff value children and promote their self-esteem and confidence effectively, including through well-timed praise.
- The provider organises staff well. For example, more experienced staff from another setting the provider also operates now work at the nursery. Staff say they are supported in their work and their well-being is considered. They have regular individual and team meetings to support their knowledge and understanding of their roles and responsibilities. In addition, senior staff observe their work and give feedback. This helps to promote a consistent approach to their practice. Staff are encouraged to complete training, including working towards qualifications and higher level qualifications. This supports their professional development securely.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff know and understand their responsibilities to safeguard children securely, including working with relevant agencies when required. They have a good awareness of safeguarding matters, including those relating to the 'Prevent' duty. Staff know who to report concerns to, including outside of the nursery, should they have concerns about children or other adults working with them. Staff are alert and quickly respond to possible risks and hazards to children, such as when walking in the park. At the time of the inspection, staff have ensured areas of the building that are not currently safe for children to use are inaccessible.

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

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

- increase staff's awareness about the interactions they provide, to help children

explore and develop their own play more fully, to support their self-initiated learning

- develop staff's knowledge of how to extend discussions with children, to help build on their knowledge and understanding further.

## Setting details

<b>Unique reference number</b>	2508530
<b>Local authority</b>	Reading
<b>Inspection number</b>	10133051
<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>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Prima Edu Limited
<b>Registered person unique reference number</b>	RP910348
<b>Telephone number</b>	07898948837
<b>Date of previous inspection</b>	25 November 2019

## Information about this early years setting

The Honey Bee Day Care registered in 2019. It is situated in Reading, Berkshire. The nursery is currently open on weekdays from 9am to 3pm during term time only. The nursery employs 11 members of staff. Of these two staff hold level 7 qualifications, including the manager. The rest of the staff team hold qualifications at either level 2 or 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sheena Bankier

## 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 their evaluation of the provider.
- The manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The manager and the inspector observed and evaluated an activity together.
- The inspector gained some parents' views through discussions with them.
- The inspector observed children's activities and interactions with staff. She chatted to children at appropriate times.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021