

Inspection of Honey Bee Nursery Leeds

Newton Hill House, Newton Hill Road, Leeds LS7 4JE

Inspection date: 21 October 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enter happily and readily find their peg to hang up their coat. This is labelled with their photograph, which helps children to develop a sense of belonging. Staff give children a warm, loving welcome and children settle quickly in the safe environment. Children have secure emotional attachments to staff. Overall, children's health and well-being are suitably promoted by staff. For example, children enjoy fresh air and exercise outdoors.

During the COVID-19 pandemic, staff kept in contact with families when children did not attend nursery. For example, they shared activity ideas with parents via their social networking website and provided parents with links for story time. This helped parents to support their children's learning at home. Staff placed a strong emphasis on supporting children's self-care and their personal, social and emotional development on their return. This helped children to become familiar with daily routines and behavioural expectations, and regain independence skills.

Staff plan and provide varied activities for older children. Consequently, they progress well and develop skills for future learning. Older children engage well, for example, while mixing autumn colours as they paint. However, the manager does not deploy staff or organise space well enough to fully support the youngest children's individual needs, interests and stages of learning.

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

- Although there is a separate room for children under two years of age, staff frequently care for all age groups together. On the occasions where the room is used, it is not consistently staffed by those who have relevant qualifications, skills and experience. Consequently, staff do not plan for the youngest children's learning well enough indoors and outdoors. However, staff do successfully support children's emotional needs and certain aspects of their development.
- Staff provide children with healthy meals and snacks. They use resources and activities to help children to learn about healthy lifestyles. However, staff do not actively reinforce policies relating to healthy eating and good oral hygiene when parents provide their children's food and drinks. This means that staff do not fully promote children's physical health.
- Staff support children's language effectively in the nursery, which helps to foster their early reading skills. This includes children who speak English as an additional language, who develop good communication skills. Bilingual staff use children's home language alongside English. Staff sing songs to children during activities and daily routines, and children enjoy stories.
- Older children giggle and have immense fun as they explore paint. They compare the brown paint that is all over their hands to chocolate. Children

create handprints on the large piece of cardboard and count them. Staff enthusiastically take part in the activity, which enhances children's fun and enjoyment.

- Toddlers enjoy playing simple cooperative games with staff. Children aged two years enjoy learning how things work, such as a pull-back vehicle that whizzes across the playroom. All children enthusiastically take part in action songs.
- Children of all ages develop good physical skills. This prepares them well for early writing. Toddlers feed themselves and enjoy pushing the toy pram around. Children aged two years confidently ride on wheeled toys. Older children zip up their coats and skilfully use dough tools and brushes to paint recognisable figures. They show wonderful friendships as they pedal around on tricycles or engage in role play.
- Staff model good manners and how to be respectful. They sensitively encourage younger children to share and take turns, and use pictures to reinforce positive behaviour.
- Staff talk about children's progress and what they want them to learn next. They share their assessments with parents and discuss how they can support children's next steps together. The manager promptly identifies and supports children who are working below developmental expectations to catch up. This includes children in receipt of additional funding.
- The provider and staff reflect on and improve certain aspects of practice and the provider has addressed the actions raised previously by Ofsted. The manager monitors staff's practice and is currently supporting new and less-experienced staff. However, self-evaluation is not yet effective enough in precisely identifying and targeting key areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that all staff are vetted to make sure that they are suitable to care for children. Staff minimise hazards in the nursery and monitor access closely to prevent any unauthorised access. This helps children to stay safe. Staff also undertake risk assessments in relation to COVID-19. Staff have completed recent safeguarding training. This helps them to identify possible signs of abuse and neglect and understand how to report their concerns. Staff protect the children in their care. They demonstrate safe practices, such as supervising toddlers when they are eating or having a nap.

What does the setting need to do to improve?

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

	Due date
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ensure that staff take full account of the individual needs, interests and development of children under two years of age, in order to plan age-appropriate and engaging experiences for them indoors and outdoors	04/11/2021
ensure that the staffing arrangements and organisation of space meets the needs of children under two years of age	04/11/2021
reinforce policies and procedures relating to food and drink and oral hygiene, in order to fully promote children's physical health in partnership with parents.	04/11/2021

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

- continue to develop the systems for reflecting on practice to identify and precisely target improvements that will have the most significant impact on staff's teaching and children's care and learning.

Setting details

Unique reference number	EY553661
Local authority	Leeds
Inspection number	10175096
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 at time of inspection	1 to 4
Total number of places	41
Number of children on roll	21
Name of registered person	Honey Bee (Leeds) Ltd
Registered person unique reference number	RP553660
Telephone number	0113 2624912
Date of previous inspection	Not applicable

Information about this early years setting

Honey Bee Nursery Leeds is an existing nursery that re-registered in 2018 due to a change of ownership. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications: one at level 2, one at level 3, one at level 5, and one at level 6. The nursery opens all year round from Monday to Friday, 8am to 6pm, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector observed the safety and suitability of the premises. She also observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector carried out a learning walk with the manager, which helped her to understand how they organise the early years provision and curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with staff, children and parents during the inspection. She also viewed written feedback from parents.
- The inspector held a meeting with the manager. She looked at various documents, including those related to the suitability and qualifications of staff.

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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