

Inspection of Honey Bees Day Nursery

Redditch Borough Council, Town Hall, Walter Stranz Square, Redditch,
Worcestershire B98 8AH

Inspection date: 30 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time while they lead their play and use their imagination and ideas. Children in pre-school are inspired by the recent visit from the police, and staff indulge their fantasy play. For example, children use words such as 'jail', 'criminals', 'capture' and 'arrest' while they play extremely well together adopting roles. Children, including those who speak English as an additional language, show high levels of sustained interest as they talk confidently about the weather and their interests. All children, including the youngest, enjoy making marks, and some pre-school children write recognisable letters and their names.

Children explore and experiment with confidence and challenge themselves. For example, they competently draw around egg-shaped templates and persevere while they use scissors to cut the shape and cover it with paint and foam. Children show high levels of independence and self-care when they select and collect their fruit and spread and cut their toast. Outdoors, children work extremely well together. They use water and brushes to wash the wheeled toys and trays with paint in them. All children feel safe. Staff support children with special educational needs and/or disabilities (SEND) very well to take part in activities and receive the individual attention they need. Children show a real interest in books. Even the youngest toddlers often choose to look at books with staff.

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

- The manager and staff clearly understand that play is essential to help promote children's development. They build the educational programme around children's interests. Staff give children the freedom to take charge of their play. For example, staff use children's interest in superheroes, dinosaurs and transport to provide motivating learning experiences across the curriculum.
- Staff observe children daily to find out what they enjoy. They regularly assess children's progress and plan activities to help them to learn over time. Staff caring for children with SEND pay attention to their body language, tone of voice and gesture, and are responsive to their needs. This inclusive approach results in all children making good progress from their starting points.
- The manager is involved in the care of children and works alongside staff. She supervises them well and provides tailored supervision, individual coaching and support to all staff, including those newly appointed. Staff caring for the toddlers prioritise increasing children's language. However, on occasions, newly appointed staff focus too much on introducing colours to children rather than providing a rich range of age-appropriate vocabulary.
- Staff provide enjoyable opportunities for children to count and recognise numbers, shapes and colours. However, staff do not have a deep understanding

of how to make other aspects of mathematics more appealing to children. For example, children do not show enough interest in making comparisons in size, length and weight and grouping objects.

- Staff place a high priority on promoting children's health and well-being. They teach children how to clean their teeth and talk to children about the importance of drinking milk and eating a healthy diet. Children thoroughly enjoy physical activity. For example, during a yoga session pre-school children competently practise familiar yoga poses and create their own poses for others to copy.
- Promoting children's personal, social and emotional development is a clear strength in practice. Staff are sensitive and ensure that children have secure attachments with them. They skilfully support children to regulate their emotions and behaviour. Staff help children to resolve their upsets and give them the time they need to calm down and think about their behaviour.
- Staff develop good partnerships with parents from the very start. The induction is tailored to the individual needs of each child. Staff collate useful information about children's development, routines and care needs. Parents report that they are impressed with the personalised learning and the progress that their children make.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection to help to promote children's welfare. The manager places a strong focus on identifying any children who may need early help or who are at risk of neglect. She makes timely referrals where necessary and works with other agencies to keep children safe and to support their learning. There are effective recruitment and induction procedures to ensure that staff are suitable to work with children. The nursery is safe. Detailed risk assessments are in place to keep children safe and the premises secure.

What does the setting need to do to improve?

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

- focus professional development opportunities more precisely in the toddler room, to help newly appointed staff consistently provide a rich range of age-appropriate vocabulary during their interactions with children
- support staff to gain a deeper understanding of how to provide inspiring opportunities for children to make comparisons in size, length and weight and grouping objects to help further extend their mathematical learning.

Setting details

Unique reference number	2537595
Local authority	Worcestershire
Inspection number	10113979
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	30
Number of children on roll	37
Name of registered person	Gould, Julie
Registered person unique reference number	2537594
Telephone number	07477663869
Date of previous inspection	Not applicable

Information about this early years setting

Honey Bees Day Nursery registered in 2019. The nursery opens Monday to Friday, all year around. Sessions are from 7.30am until 6pm. The provider receives funding to provide funded early education for two-, three- and four-year-old children. They employ five members of childcare staff. Of these, two hold an early years qualification at level 3, two hold a qualification at level 2, and one is unqualified and working towards a level 2 qualification.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to check the safety of the premises and to gather information about the experiences provided for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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