

# Inspection of Honey Bears Nursery

Honey Bears Nursery, 60-62 Station Road, Erdington, Birmingham, West Midlands  
B23 6UE

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Inspection date: 23 May 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is inadequate**

Leaders and staff demonstrate poor knowledge in how to recognise and respond when children are at potential risk of harm. These weaknesses mean that children are not kept safe. For instance, there are occasions where children hurt themselves at the setting and staff have no explanation for their injury. Furthermore, staff often take responsibility for injuries that children have, without finding out what happened or if the injuries have occurred at the setting. This demonstrates that leaders are not sure whether children are effectively supervised.

Some of the older children enjoy their time at the setting as they role play 'mommies and daddies' in the home corner. However, this is not a reflection of all children's experiences at the setting. For example, children complete drawings and run over to staff to share them with them, but staff do not respond to them. They quickly dismiss children and ask them to put the drawings in their bag for their parent, and the children then walk away, showing their dissatisfaction on their faces. This does not support all children to make the good progress they are capable of.

Staff do not consistently or effectively tune into the individual needs of children during play. For example, younger children have to wait for long periods of time before they can engage with activities. This results in them lashing out, crying and becoming disruptive to other children's learning. Staff do not manage children's behaviour well. For example, staff do not explain to children why they should not throw resources. Consequently, children move around the area finding different things to throw, such as sand and crayons. This becomes a risk to other children who play near them.

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

- Leaders' oversight of the overall quality of the setting is poor. Although they respond to complaints that are raised, leaders do not effectively monitor or recognise any weaknesses and, therefore, do not take action to consistently improve. They do not fully understand their responsibility to keep children safe from harm. As a result, children's safety is compromised.
- Leaders and staff do not work well with other agencies. For example, they do not make prompt referrals to those with statutory responsibilities when concerns are raised about a child.
- Leaders do not accurately maintain required records to ensure the safe and efficient management of the setting. Staff do not have a good enough understanding of how to record information correctly. For example, accident records often have missing information, such as dates and what caused the accident, and are often left with no explanation as to how accidents occur in the

setting. In addition, attendance records are not accurately completed to show the correct number of children attending the setting. These failings compromise children's safety and welfare.

- Leaders do not effectively coach staff or monitor their performance. As a result, the quality of teaching and learning that children receive is poor. For example, as staff engage with some children during play, other children receive minimal and, at times, no interaction at all. This limits the progress that all children can make in their learning.
- The staff's understanding of how to build on what children already know and can do is weak. Although staff regularly observe and assess children's development to identify gaps in their learning, they do not effectively plan next steps that are appropriate in order to deepen and extend children's learning in stages. For example, staff set targets for children to learn to write their name before they support them to hold a pencil correctly.
- The curriculum covers all areas of learning. Some older children communicate and respond well to adults' questions. However, staff do not consistently ensure that all children have equal opportunities to develop their language skills. For example, as younger children point to objects they wish to explore, staff neither encourage them to use words or provide them with the words for the object.
- Staff are not consistent in their approach when managing children's behaviour, particularly for younger children. For example, staff tell children not to jump off the play equipment. Very shortly after that, staff then encourage children to jump off the same play equipment. Due to the inconsistencies in managing children's behaviour, children demonstrate a lack of understanding of what is expected of them and therefore do not behave well.
- Parents speak highly of the setting. Staff find out from parents what children's starting points are. They keep parents informed with how their child is progressing in their learning.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Leaders' oversight of safeguarding is ineffective. Staff are not effectively trained in how to keep children safe from harm. They demonstrate poor knowledge in how to recognise and respond when a child is at risk of abuse. Leaders and staff are not vigilant in identifying any safeguarding concerns. For example, they do not identify or respond to unexplained injuries that children arrive at the setting with. Leaders and staff do not always make referrals to external agencies when concerns are raised about the welfare of a child. Where concerns are raised, records are not robust enough to accurately reflect conversations between those involved, including parents and staff. This means that children's safety and welfare are not assured and children are at risk of harm.

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

**The provision is inadequate and Ofsted intends to take enforcement**

**action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure those designated to take lead responsibility for safeguarding have the required knowledge to effectively fulfil this role	13/06/2022
train all staff to understand your safeguarding policies and procedures to ensure they are able to recognise and respond in a timely manner when concerns about children's welfare arise	13/06/2022
improve knowledge of how to identify and respond to any unexplained injuries to children	13/06/2022
ensure agencies with statutory responsibilities for safeguarding children are notified without delay about any concerns that arise about children's safety or welfare	13/06/2022
ensure a daily record of the names of the children being cared for and their hours of attendance is maintained accurately	13/06/2022
manage children's behaviour consistently in order to help all children behave well	13/06/2022
maintain accurate records in order to safeguard children, with specific reference to accident records	13/06/2022
ensure all children are supervised effectively.	13/06/2022

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

	<b>Due date</b>

improve leaders' oversight and the overall quality of the provision, so that all children make progress in relation to their starting points	18/07/2022
support and coach all staff in order to improve the quality of teaching for children	18/07/2022
raise the effectiveness of next steps, so children are well supported to build on what they already know and can do.	18/07/2022

## Setting details

<b>Unique reference number</b>	229083
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116260
<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 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Honey Bears Partnership
<b>Registered person unique reference number</b>	RP522517
<b>Telephone number</b>	0121 382 4355
<b>Date of previous inspection</b>	9 September 2013

## Information about this early years setting

Honey Bears Nursery registered in 1991. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and two hold appropriate qualifications at level 2. The nursery opens Monday to Friday, all year round, except for the Christmas bank holiday. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nominated individual and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The manager and staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Members of staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning. The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

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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