

Inspection of Honeybees Nursery, Pre-School and Willand Copse Forest School

Uffculme Road, Willand, Cullompton, Devon EX15 2SA

Inspection date: 27 June 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Staff do not plan a curriculum that builds on what children know or that takes into consideration what they need to learn next. Children lose focus during activities and some children spend large amounts of time playing silently by themselves. Additionally, children with special educational needs and/or disabilities (SEND), and those who require more help, do not receive sufficient attention and support. Consequently, most children are not adequately challenged or stimulated and do not make good enough progress in their learning.

Children's safety is put at risk. Weaknesses in staff deployment mean that children are often not supervised closely, so at times, they become overexcited and boisterous. Two-year-old children have disagreements or minor accidents in the exceptionally large garden and staff are too far away to notice when the children are upset or hurt. The provider does not ensure that all staff have a clear knowledge and understanding of safeguarding procedures. Some staff do not recognise how to escalate safeguarding concerns about children or other staff.

Since the COVID-19 pandemic, parents drop off and collect their children from the nursery entrance. Nonetheless, children arrive happily and warmly greet staff. At times, children play cooperatively and show affection and kindness for one another. For example, pre-school children try to reassure their friends who are feeling sad, telling them, 'it's okay darling'.

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

- The provider has recently identified that staff's knowledge and understanding of the early years foundation stage is weak, particularly relating to safeguarding. She has plans to address this but has not yet implemented them. Consequently, some staff are not able to recognise and report all concerns about children's welfare.
- The provider does not monitor staff closely or ensure they have the support, knowledge and skills to carry out their role and responsibilities fully. For instance, staff working with the younger babies place them in bouncers and children's seats but do not sit or interact with them often. These children play contently by themselves with the toy they are given, but do not develop new skills.
- The provider does not provide training or support for the special educational needs coordinator (SENCo) in checking that the SENCo is able to support and guide staff in order to meet children's needs. Staff do not work closely with parents and other professionals, to provide consistency in the care and education of children with SEND, and those who require additional help.
- Children feel comfortable and secure in the care of staff. They confidently

approach staff and visitors for cuddles and reassurance. Staff encourage children to try new things and praise them for their efforts. For example, with reassurance from staff, toddlers persist in wiping their hands clean after painting.

- Although the provider and staff assess children's development accurately, they do not use what they know about children to plan an ambitious curriculum. Babies and toddlers play with paint briefly and enjoy getting messy. However, staff do not provide any support, so children soon lose interest. This does not help to extend children's learning.
- Staff working in the baby, toddler and two-year-old rooms do not plan an attractive and stimulating environment for the children. There are limited resources set out to motivate the children to explore, develop their interests and engage them in their play. For example, staff only set out the blocks for babies and toddlers, so the children soon begin to wander aimlessly around the room.
- Pre-school children benefit from some better-quality experiences. Staff working with these children know them well and communicate well with them. For example, they get down to their level, model the pronunciation of sounds and encourage children to speak. Pre-school children listen to and follow staff's instructions, confidently manage tasks independently and play and eat together harmoniously.
- There are weaknesses in staff deployment. Staff members are sometimes left on their own to supervise a large number of babies and toddlers when other staff leave the room. Due to the lack of support and interaction, the children lose interest in what they are doing and wander around. This creates a chaotic environment, preventing children from concentrating and developing a positive attitude to learning.
- The key-person system is ineffective. Staff do not know their children well. When children move to another room as they get older, staff do not liaise with the previous key person to find out about the child. Consequently, after several weeks, they are still unaware of the child's learning needs. When key persons are absent, they do not share information with the staff who will be caring for the children, to help them get to know them and provide individual support.
- The provider has not ensured there is a deputy manager in place to take responsibility for the setting in the manager's absence. Staff are not clear who is in charge when the manager is not present, preventing them from seeking help and advice from leaders when needed.
- When children are engaged in activities, their behaviour is good and they cooperatively play together. Staff provide gentle reminders for them to use good manners and follow the rules.

Safeguarding

The arrangements for safeguarding are not effective.

Although the provider and manager have a secure knowledge and understanding of safeguarding, they do not ensure that all staff know how to protect children from harm. Some staff lack an awareness of how to identify when children may be at

risk, such as from radicalisation, extremism and female genital mutilation. Not all staff know how to escalate concerns about children's welfare or staff's behaviour, including to other agencies. The provider, manager and staff carry out risk assessments effectively to ensure the premises are safe and secure for children.

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:

	Due date
ensure all staff have sufficient knowledge and understanding of the allegations procedure to enable them to take appropriate action when there are concerns about staff's behaviour	22/07/2022
ensure all staff have an up-to-date knowledge of the indicators of abuse and understand the procedures to follow if they have any concerns about a child	22/07/2022
improve the arrangements for the key-person system to ensure staff are fully aware of, and can meet all children's individual needs, including when their key person is absent	22/07/2022
provide more effective monitoring, support and coaching for staff to ensure they have the help, knowledge and skills to fully understand and carry out their roles and responsibilities	22/07/2022
ensure staff have regard to the Special Educational Needs Code of Practice so that they can identify, support and take appropriate action to meet children's individual needs, including working with parents and other professionals	22/07/2022

ensure staff are deployed effectively and supervise children appropriately at all times, to provide them with quality learning experiences and be able to quickly identify and address incidents	22/07/2022
appoint a deputy manager as required to take responsibility in the manager's absence and ensure staff understand who is in charge at all times.	22/07/2022

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

	Due date
plan a broad and challenging curriculum that builds on every child's knowledge and skills, and helps them make good progress in their learning	22/07/2022
provide a more stimulating environment for the babies, toddlers and two-year-old children to capture their interests, motivate them to explore and investigate and engage them in their play.	22/07/2022

Setting details

Unique reference number	2591660
Local authority	Devon
Inspection number	10244014
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	0 to 4
Total number of places	59
Number of children on roll	67
Name of registered person	Kiddi Galore Limited
Registered person unique reference number	RP907212
Telephone number	01884 798150
Date of previous inspection	Not applicable

Information about this early years setting

Honeybees Nursery, Pre-School and Willand Copse Forest School registered in 2020 and operates from a site outside of the town of Cullompton in Devon. It opens from 7.30am to 6pm, each weekday, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine staff employed to work with children, all of whom hold qualifications at level 2 or 3.

Information about this inspection

Inspector

Sarah Madge

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager spoke with the inspector about the curriculum, what they want children to learn and the nursery's policies and procedures.
- The inspector observed children and staff during adult-led activities, children's self-chosen play and routine tasks, such as mealtimes.
- The inspector spoke with children and parents to take their views into consideration.
- Discussions were held with staff throughout the day to assess their knowledge of the children and the nursery's procedures.
- The inspector viewed a selection of documentation, including staff's suitability checks, qualification certificates and paediatric first-aid certificates.
- The provider met with the inspector to discuss the day-to-day running of the nursery, the procedures and how they monitor the nursery provision.

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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