

Inspection of Hunny Bears Day Nursery

3a Riverton Road, Puriton, Bridgwater, Somerset TA7 8BW

Inspection date: 5 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happily and settle quickly to activities. They form secure relationships with one another and staff. Children benefit from a wide and varied curriculum, which is based on their interests and next steps in learning. Children are excited to explore, whether they are building tracks together or inviting staff to an imaginary party. Children make independent choices in their play and have good opportunities to develop their physical skills and benefit from fresh air and exercise.

Children behave well. Staff have high expectations of the children and help them to make good choices. Children learn to respect one another. They practise developing their fine-motor skills to help them prepare for school and learn how to hold a pencil in preparation for writing. They develop a wide vocabulary as they engage in conversation with the staff and their peers, focusing well on the activities which ignite their imagination and support them to make good progress.

Communication has remained good between the parents and staff throughout the COVID-19 pandemic. This has helped children to feel safe and secure. Staff remain focused on supporting children in their personal, social and emotional development, which has been particularly important for children who have had limited social experiences due to the pandemic.

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

- Staff skilfully support children's communication and language. Children can name different animals and recognise the initial sounds of words. Staff give children praise and encouragement such as, 'that is super clever' and 'well done' when they identify other words beginning with the same letter sound as those of the animal names. Staff use children's experiences and introduce new words to build on their vocabulary. Children use descriptive words and expressions well to demonstrate their knowledge and understanding.
- Staff have a good understanding about the importance of children developing a love of stories and books. They share a 'story of the week' with the children who join in with familiar phrases and talk about what happens next in the story. However, during whole-group story time, staff struggle to keep children interested and engaged because rather than sitting with the children, some staff set up activities which is a distraction. This means that learning opportunities are not fully explored.
- Children share warm interactions with staff, who know them well. Children of all ages play well together and engage in activities which are well resourced and supervised. Outside, children ride on wheeled vehicles negotiating pathways successfully. They enjoy sensory play as they pour water into funnels and tubes. They skilfully use spoons to scoop water and milk as they make 'cups of tea',

developing good hand-to-eye coordination.

- Children's behaviour is good. They play well alongside each other and help with tasks such as carrying boxes at tidy-up time. They help one another such as getting their friend a tissue when they cannot reach it for themselves.
- Children count in routines and activities. They sort items into groups by colour. They recognise the number of spots on a dice and match the numeral correctly. However, staff do not encourage older children to use the language associated with making simple calculations to increase their mathematical knowledge further.
- Children follow good hygiene routines and understand the importance of healthy eating. Staff ensure they provide a clean and hygienic environment. They follow good procedures for nappy changing and support children well to be independent in looking after themselves. For example, staff encourage children to wipe their nose using a mirror for guidance.
- Staff recognise the importance of working in partnership with parents. Parents are happy with the progress their children make. They appreciate how staff keep them up to date with their children's progress and give them ideas of how they can support their children's learning further at home.
- Staff work well together as a team. The manager provides staff with good support and coaching as she works alongside them. This helps her to monitor staff practice effectively, to ensure they can continue to develop their professional practice. As a result, staff feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues and are aware of safeguarding procedures should they have a concern about a child in their care. They know what to do if they are concerned about a colleague's behaviour. Good recruitment and induction procedures are in place to help ensure that children are cared for by suitable staff who understand their role and responsibilities to keep children safe. Staff complete risk assessments to ensure that the play environment is safe and secure for the children. Children are supervised well.

What does the setting need to do to improve?

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

- extend staff's practices further to support all children's learning and participation during whole-group activities
- provide more opportunities for older children to compare groups of objects and use the language associated with making simple calculations.

Setting details

Unique reference number	EY263909
Local authority	Somerset
Inspection number	10247460
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	18
Number of children on roll	48
Name of registered person	Toms, Lorraine
Registered person unique reference number	RP903242
Telephone number	01278 683512
Date of previous inspection	25 November 2016

Information about this early years setting

Hunny Bears Day Nursery registered in 2003. It is situated in the village of Puriton, Somerset. The setting is open Monday to Friday, from 7.30am to 6.00pm, all year round. The setting also offers before-school, after-school and holiday care. The owner/manager has early years professional status and employs two members of staff who both have level 3 early years qualifications. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Heimsoth

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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed children's interactions in play, indoors and outdoors, and had discussions with the staff about children's learning and development.
- The inspector and the deputy manager completed a joint observation of a group activity.
- The inspector spoke to parents and took their views into account.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022