

Inspection of The Hunny Bee Day Nursery

Paget Street, Kibworth, LEICESTER LE8 0HW

Inspection date: 9 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's enthusiasm for learning is ignited by the staff in this safe and nurturing environment. Babies develop early language and communication skills as they use sign language for milk when they are thirsty. Toddlers busily explore new materials, developing their hand muscles as they add small, interesting objects to fragranced dough. Staff extend this activity and ask children questions, supporting and expanding vocabulary as they use words, such as matchsticks, bolts, and mechanics. Pre-school children use a variety of mathematical language as they play with water beads. They identify numbers and explore capacity as they fill test tubes of different sizes. They show deep concentration as they become engrossed in activities of their choice.

Children's behaviour is excellent. Staff support children to use the nursery's behaviour ethos, such as being 'respectful lions' or 'responsible bees'. This supports children to understand behaviour that is expected of them. Children have positive attitudes to learning and show a high level of engagement as they persist with difficult tasks. For instance, older children are challenged to balance planks onto barrels to make an assault course. They shout with delight as they succeed. Children develop empathy and friendships as they work together as a team to complete tasks. For example, they turn their imaginary car into a bus, so that everyone can join in and go to the beach.

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

- Managers have created an ambitious curriculum that is highly effective in teaching children the skills they need for future learning. Effective key-person systems ensure staff get to know individual children extremely well. Staff plans are flexible and adapted to meet children's needs and interests. The rich range of activities on offer entices and engages children in learning. For example, babies delight in the sensory experience of using their whole body to explore edible paint.
- Staff skilfully support children with special educational needs and/or disabilities to succeed in their learning. They quickly identify gaps in learning and use effective plans to meet individual needs. They work successfully with parents and a range of other agencies to ensure that the developmental needs of all children are being met. As a result, all children make excellent progress from their starting points.
- Leaders are passionate about ensuring children receive opportunities above and beyond those they may not ordinarily experience. Each term, children take part in enrichment activities, such as the 'bike academy', where children develop the skills to safely ride a bicycle.
- Staff fully embed a love of books into every part of the setting. They create

inviting and cosy reading dens, which encourage children to explore the wide range of books on offer, both inside and outside. Staff use children's favourite stories to engage them in play. For example, children ride around on sticks recreating the story 'Room on the Broom', as they shout 'ziggety, zaggety, zoom!'

- Children's independence is supported from a young age by staff. At mealtimes, babies wipe their own hands and faces as older children self-serve food. Children are encouraged to use the 'nose stations' to wipe their own nose and place their tissues in the bins. As a result, children quickly learn self-care skills.
- Managers and staff place a high priority on introducing a healthy lifestyle for children of all ages. Children start the day with 'shake sessions', when babies dance with light-up shakers and toddlers enthusiastically move to actions songs. Older children recognise the impact that exercise has on their body, as they comment on their heart beating fast.
- Staff are aware of the current health issues relating to young children and take swift action. For example, an increase in young children's tooth decay has seen staff provide virtual oral health workshops for parents. They have also made changes to the meals provided, to reduce sugar in children's diets.
- Parents are extremely happy with the nursery and feel highly involved in children's development. Staff expertly share their knowledge to support parents to continue children's learning at home. For example, parents can access online support for a variety of developmental needs, such as toilet training.
- Managers have an excellent programme of professional development, which celebrates staff's ability and allows them to grow. An excellent mentoring system is in place to ensure consistent support throughout the nursery. As a result of the high-quality support, staff say they feel well supported, valued and have a voice.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a robust knowledge of safeguarding with awareness of current issues within the local authority. They have a clear awareness of their roles to safeguard children and confidently identify a wide range of indicators of abuse. They clearly understand referral procedures should they have any concerns about a child or a staff member. Risk assessments are in place and ensure the safety of staff and children in the setting at all times. Staff encourage children to identify and assess risks in their play. They have clear and stringent processes for fire safety and accident or incident events.

Setting details

Unique reference number	EY461733
Local authority	Leicestershire
Inspection number	10236159
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 5
Total number of places	60
Number of children on roll	90
Name of registered person	The Hunny Pot Day Nursery Limited
Registered person unique reference number	RP911028
Telephone number	0116 2796513
Date of previous inspection	26 January 2017

Information about this early years setting

The Hunny Bee Day Nursery registered in 2013. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including four at level 6. The nursery opens from Monday to Friday all year round. 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

Charmaine Cayton

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- 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.
- 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability 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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