

Inspection of Honey Bees Day Nursery

Honeybees Nursery, Coningsby Road, LEOMINSTER, Herefordshire HR6 8LL

Inspection date:

25 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children happily arrive at the nursery and are greeted by the friendly staff. They settle quickly and make independent choices about their play. However, weaknesses in the implementation of the curriculum mean that children do not make the best possible progress in their learning. Children do not always benefit from an ambitious and stimulating curriculum as staff are not confident in their knowledge and skills.

That said, some aspects of the curriculum are promoted effectively. Children engage in small-group activities outside in the fresh air. They sit comfortably on wooden logs as they listen to the sounds they hear in the environment. Staff ask questions that give children time to think and respond. For example, they ask them to describe the weather.

Children develop good physical skills. They excitedly ride around the garden on wheeled toys. Babies use their senses to investigate musical instruments. Staff demonstrate how to make sounds with a drum. Younger children are beginning to understand simple mathematical concepts. They recognise that some bricks are bigger than others. Children develop strength in their hands in readiness for early writing. They concentrate as they use tweezers to pick up small pom-poms. Staff sit alongside children to support and encourage their play.

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

- The experienced leaders and managers are reflective. They know what they do well and identify some areas for further development. Leaders regularly meet with staff to discuss best practice. However, they are yet to effectively establish individual and focused professional development plans to improve staffs' knowledge and skills and raise the quality of teaching to a consistently good level.
- Staff make some observations and assessments of children's learning. They use this information to plan what children need to learn next. However, children's planned next steps in learning are not specific or precise enough to ensure they make the best possible progress.
- Staff seek some information from parents about what children already know and can do when they start at the nursery. They meet with parents during settling-in sessions to complete an 'All About Me' form. However, staff do not always use this important information to identify children's level of development when they first begin to attend. This means they do not effectively plan for children's learning from the outset.
- Staff develop positive relationships with parents. They speak with them at drop-off and collection times about children's time at nursery and add photographs

and other information to children's online learning records. However, staff do not consistently share enough information with parents about children's learning so they can continue and extend it at home.

- Staff provide appropriate support for children with special educational needs and/or disabilities (SEND). They meet with other professionals to share information about children's learning and development. This helps staff to plan suitable activities to move children with SEND forward in their learning. Additional funding is spent appropriately to meet the needs of the children who attend.
- Children behave well. They know what staff expect from them. For example, to put on their coats and line up at the door ready for outdoor play. Young children learn to share and take turns as they play with staff and their friends.
- Staff engage children in some meaningful conversations. For example, they ask children to share how they are feeling today and discuss what makes them happy or sad. This helps children to develop the language of feelings and learn to manage their emotions.
- The nursery supports children to adopt healthy lifestyles. Staff provide children with lots of opportunities to be physically active and play outside in the fresh air. They offer children healthy snacks and nutritious cooked meals. Children independently wash their hands before mealtimes.
- Staff develop effective relationships with the local schools. They invite Reception Year teachers into the nursery to meet with children in their own surroundings. This helps children to feel confident and relaxed when the time comes for their move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out daily safety checks on the premises to ensure children play in a safe and secure environment. They have a good knowledge and understanding of safeguarding practice. Staff attend regular training to ensure their safeguarding knowledge is kept up to date. They are aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. This includes the signs that a child is being exposed to extreme views. Staff display a clear understanding of the procedures to follow if they have any concerns about a child's welfare. Robust vetting and recruitment procedures are in place to ensure that staff working with children are suitable.

What does the setting need to do to improve?

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

	Due date
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ensure professional development opportunities are focused and targeted to improve staffs' knowledge and skills to raise the quality of teaching to a consistently good level	21/12/2022
ensure children's planned next steps in learning are specific and precise and used effectively to move children forward in their learning	21/12/2022
ensure children's developmental starting points are established on entry and used effectively to plan for children's learning from the outset.	21/12/2022

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

- share more information with parents about children's learning, to support them to continue and extend this at home.

Setting details

Unique reference number	EY396535
Local authority	Herefordshire
Inspection number	10233750
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	42
Number of children on roll	70
Name of registered person	Opportunities for Adventure, Knowledge and Skills Ltd
Registered person unique reference number	RP900865
Telephone number	01568 613274
Date of previous inspection	16 December 2016

Information about this early years setting

Honey Bees Day Nursery registered in 2009. The nursery employs 29 members of childcare staff. Of these, 17 hold appropriate early years qualifications to at least level 3. One member of staff holds a level 5 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tina Smith

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 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and manager observed and discussed a learning activity together.

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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