

Inspection of Beehive and Honeycombe Nursery

Fulmer Hall, Windmill Road, Fulmer, SLOUGH SL3 6HD

Inspection date: 2 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting with beaming smiles, excited to start their day. They hang up their coats and know where to place their lunch boxes. Children take pride in completing these tasks for themselves. They understand the clear routines of the setting. Children form close and loving bonds with the friendly staff. Staff give children lots of reassurance, positive praise and encouragement. This helps children feel safe, secure and confident to explore and learn.

Children relish opportunities to celebrate and learn about different events. For instance, they are thrilled to dress up and bring in their favourite books from home on World Book Day. Children talk with enthusiasm about their favourite characters. They discuss why they like the stories they have chosen. Children enjoy discovering new books and develop a love of reading. Staff take the time to read to them individually and in small groups throughout the day.

Children learn how to play with others and solve problems together. For example, when playing in the sand tray, staff support children to ask politely if they can have a turn to use a spade after their friend has finished. Children understand that they might sometimes need to wait and are considerate of each other. Staff teach children valuable communication and social skills that help them form positive relationships with their friends.

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

- The managers have recently adapted and made improvements to the setting's curriculum. They place a strong focus on communication and language. Managers ensure that the curriculum is ambitious, challenging and well sequenced to support children to make good progress.
- Staff support children to hear new vocabulary and engage in lots of interesting conversations. They explain why and how things work, answer children's questions and listen to their ideas. Children talk about their feelings, describing when they might feel happy or sad. They communicate with confidence and develop the language they need to express their emotions.
- Staff use simple techniques to introduce children to important British values, such as democracy and respect. For instance, children enjoy voting for the book staff will read. They find their name tag and place it on their chosen book. Staff support children to count how many votes each book has and work out which number is the biggest. Children show respect for the different choices others make.
- Staff provide opportunities for children to participate in group activities. Overall, staff organise and deliver these well. For instance, children love dancing and singing together during a music and movement session. However, when staff

gather a large group together to listen to a story, this does not work as effectively to support all children. Some of the younger children struggle to maintain their focus for the length of the story and become distracted.

- Children enjoy the opportunities staff give them to feel responsible and helpful. For example, they show great pride in taking turns to be the 'special helper'. The helper carries out important tasks, such as ringing the bell to signal that it is tidy-up time. Children all join in and take care of the resources as they work together.
- Staff are skilful in identifying any emerging needs children might have. They work in close partnership with parents and other professionals. Staff put in place swift and targeted action plans to make sure children with special educational needs and/or disabilities achieve the best possible outcomes. Managers ensure any additional funding is spent effectively to meet children's needs.
- The managers and staff have strong partnerships with parents. They share information effectively and take time to meet with parents to discuss children's development and progress. Staff give parents lots of support in helping children make healthy choices. For example, they share information about the impact of too much screen time and details about healthy food that parents can include in children's lunch boxes. Staff provide a range of ideas and opportunities for parents to continue children's learning at home.
- Managers mentor and support new staff and those undertaking qualifications to fully understand their roles. They provide professional development opportunities so staff can improve their skills and knowledge. Staff feel valued and supported in their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what to do if they were worried about the welfare of a child. They are able to identify signs and symptoms that indicate a child may be at risk of harm. Staff understand the procedures they must follow to record and report any concerns they might have about a child or the conduct of a colleague. The managers carry out robust recruitment processes and check staff's ongoing suitability. They ensure staff undertake training to understand their responsibilities to safeguard children. Staff make sure the setting is secure and safe for children to play.

What does the setting need to do to improve?

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

- review and improve the organisation of planned story times to ensure these times are focused more precisely on the age and stage of children taking part.

Setting details

Unique reference number	EY461116
Local authority	Buckinghamshire
Inspection number	10276400
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	38
Number of children on roll	40
Name of registered person	Butterfly Pre-School Limited
Registered person unique reference number	RP529982
Telephone number	07775814340
Date of previous inspection	13 July 2017

Information about this early years setting

Beehive and Honeycombe Nursery registered in 2013 and is owned by Butterfly Pre-School Limited. The nursery is based at Fulmer Hall in Fulmer, near Slough. It is open weekdays for 38 weeks of the year, during term time. Children attend on a flexible basis between 9am and 3pm. There are eight staff, including the two managers. Four members of staff hold childcare qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Alice M Roberts

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 managers carried out a learning walk with the inspector and explained the rationale for their early years curriculum.
- The inspector spoke to parents, children and staff at appropriate times during the inspection.
- 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 managers and the inspector carried out a joint observation of a group activity.

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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