

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

Uffculme Road, Willand, Cullompton, Devon EX15 2SA

Inspection date: 17 April 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is compromised due to weaknesses in leadership and management. Staff deployment is ineffective. Staff are often left on their own caring for children while their colleagues attend to routine tasks such as sweeping the floor, or they leave the room to get paint for a craft activity. During these times, staff left supervising the children struggle to manage due to the number of children they are left to care for. In addition, they do not ensure that they keep children safe.

Staff do not know all children well enough. They do not plan a broad curriculum which builds on what children already know and can do. As a result, children quickly lose interest and do not concentrate for sustained periods. Older children do not demonstrate positive attitudes to learning because staff do not provide a curriculum which captures their interest or engages them consistently. Staff do not support children to understand how to behave in a safe way, which compromises children's safety. For example, staff do not explain why children should not climb on a gate.

The key-person system is not effective. Some parents do not know who their child's key person is and who is providing care for their children. Parents have not had the opportunity to build a relationship with their child's key person because staff constantly change. In addition, the constant change in staff does not provide a settled relationship for the children. As a result, parents report that their children are not as keen to come to nursery.

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

- The owner/manager does not ensure that staff supervise toddlers and pre-school children sufficiently enough to keep them safe. Staff prioritise non-urgent chores and leave other staff in sole charge of large groups of children. For example, children open and close a very heavy door leading to the outside play area and risk trapping their fingers. This incident goes unseen by staff. In addition, children climb on a gate on the end of the ramp leading to the outside area. Although staff ask them to stop climbing on the gate, they do not support children to understand how to behave to keep themselves safe.
- Staff working with the toddler and pre-school children do not plan a consistently challenging curriculum for the children. Children are excited to visit the duck and her new ducklings in the grounds of the setting. Staff provide paper and pencils for children to draw pictures of their observations of the duck family. However, staff are not clear on the intent of the activity and fail to provide support or extend children's learning, for example through discussion to build on children's vocabulary. In addition, younger children go unnoticed, waiting for several

minutes before staff provide them with the resources they need to be able to join in with the activity of drawing pictures. Consequently, children lose interest.

- There are weaknesses in the key-person system. The manager does not ensure that staff have the information they need about the children they are responsible for. Staff are not aware of what children already know and can do. As a result, they set tasks which some children struggle with, as they are not appropriate to the children's stage of development. Staff do not provide the support children need to gain the necessary skills and develop their confidence in getting ready for the next stage in their development and school. Consequently, children's individual needs are not met and they do not make the progress of which they are capable.
- Children with special educational needs and /or disabilities (SEND), and those who require more help, do not receive sufficient support or attention. They are not adequately challenged or stimulated because of the weaknesses in the key-person system, poor deployment of staff and the implementation of the curriculum.
- Staffing arrangements for the babies and younger toddlers are more consistent than the rest of the nursery, meaning these children benefit from familiar adults caring for them. The children take it in turns to choose a picture from the 'song wall' and move their bodies backwards and forwards as they sing songs. They pretend to be 'sleeping bunnies' or 'leaping frogs' and join in with the actions, such as roaring like a lion. However, at times, these children do not receive the support they need to meet their care and learning needs.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not teach the children how to behave in a way that keeps them safe. Poor staff deployment, lack of supervision of the children and ineffective behaviour management put children at risk of harm. The provider and staff have suitable knowledge of child protection. They keep their safeguarding knowledge up to date through training and know the procedures to follow if concerned about a child's welfare. Staff follow robust procedures to prevent unknown persons entering the premises, and they keep the building suitably secure. There are appropriate vetting and recruitment procedures in place to ensure that staff are suitable to work with 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
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make sure staff are deployed effectively and supervise children appropriately to ensure children are safe and well care for	19/04/2023
improve the arrangements for the key-person system to ensure that every child's individual needs are understood and met.	02/05/2023

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

	Due date
ensure that all staff plan and implement a broad curriculum that provides appropriate challenge and builds on what children already know and can do, including those children with SEND	09/05/2023
strengthen the curriculum for personal, social and emotional development to support children to develop positive attitudes to learning and a better understanding of right and wrong.	09/05/2023

Setting details

Unique reference number	2591660
Local authority	Devon
Inspection number	10286210
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	60
Name of registered person	Kiddi Galore Limited
Registered person unique reference number	RP907212
Telephone number	01884 798150
Date of previous inspection	7 October 2022

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 early education for children aged two, three and four years. There are seven staff employed to work with children, most of whom hold qualifications at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector discussed any continued 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 provider and the inspector completed a learning walk together. They discussed the curriculum and the intention for children's learning.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The inspector and the provider had discussions about the leadership and management of the setting throughout the inspection.
- The inspector sampled a range of documentation.

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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