

Inspection of Honeybear Nursery Ltd

Rufford Road, Whalley Range, Manchester, Lancashire M16 8AE

Inspection date: 3 May 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 are happy in this nursery. They have secure bonds with all staff, in particular their key person. Children demonstrate that they feel safe and secure with staff as they go to them for cuddles and reassurance. Children are confident and enjoy playing with staff and their friends. Staff gather key information about children before they start at nursery. They use this to plan experiences that children are interested in. Staff know children well and respond to children's individual needs. Children enjoy joining in with a yoga session outdoors. Staff encourage children to move their bodies in different ways. They talk to the children about the physical effects that moving their body has on them, such as their hearts beating faster.

Children's behaviour is impeccable. They sit at tables together to enjoy a home-cooked lunch. Children have a go at dishing their own food up and sit sensibly at the table while eating. Children use utensils to have a go at feeding themselves, which helps them to develop their independence skills. Staff support children's emotional well-being. They are always close by to support children in all that they do. Staff play with children and listen intently as children talk. This supports children to share their feelings with staff. Children in this nursery make good progress.

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

- Leaders are clear about what they want children to learn to prepare them for their next stage in learning. Most staff have a secure knowledge and understanding of how young children learn. They support children in their play and plan focus activities. Most children show good levels of engagement and involvement in the activities. However, at times some staff do not always identify when quieter and less confident children need further encouragement. Consequently, these children move on from some activities quickly.
- Staff support children to develop a love of reading and regularly share stories with them. Staff talk in clear voices and pause to give children an opportunity to join in. They engage in meaningful conversations and listen as children talk to them. They ask children questions to encourage them to think and recall past events. This supports children to extend their communication and language development.
- Staff support children with special educational needs and/or disabilities (SEND) well. They identify targets for children and tailor these to meet their individual needs. Staff work closely with parents and other professionals to ensure that children's needs are fully met. Children with SEND participate fully in the nursery routines and make the progress in their learning that they are capable of.
- Parents express that their children are settled and happy in this nursery. They

feel that they are kept well informed about their children's time in nursery and their learning and development. This allows parents to continue children's learning at home. Parents report that they are informed of accidents and injuries that occur in the nursery and feel that their children are safe here. Parents refer to staff as 'exuding an aura of calm and love'. This supports their children to settle and thrive in the nursery.

- Leaders have robust vetting processes and ongoing checks in place to ensure that staff are suitable to work with children. Staff feel that leaders support them and always consider their well-being. They feel that their workload is manageable. However, the processes to support new staff are not always fully effective. Leaders do not always support new staff to develop a deep understanding of how to support children with their next steps in learning. Therefore, occasionally some staff do not enhance the experiences for children to the highest standard.
- Leaders have effective systems in place for the supervision of staff who work with children. They carry out observations on staff practice and provide staff with feedback to help them improve. However, at times the professional development of staff is not always focused sharply enough on supporting them to enhance all children's experiences to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge and understanding of the possible signs and symptoms of abuse. They are aware of how to report concerns about the welfare of children to the nursery designated safeguarding lead and other professionals outside the nursery. Staff are aware of the correct reporting procedures for allegations regarding other staff. Leaders and staff carry out regular checks of the environment to ensure that it is safe and secure for children. Systems for recording accidents and injuries and sharing these with parents has been strengthened to ensure this is done as promptly as possible.

What does the setting need to do to improve?

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

- strengthen systems to support new staff to fulfil their roles to the highest standard and develop a deeper understanding of how to support children with their next steps in learning
- tailor staff professional development to focus more sharply on encouraging all children, particularly quieter and less confident children, to develop high levels of involvement and engagement.

Setting details

Unique reference number	500105
Local authority	Manchester
Inspection number	10282450
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	48
Number of children on roll	48
Name of registered person	Honeybear Nursery Limited
Registered person unique reference number	RP910767
Telephone number	0161 226 3779
Date of previous inspection	23 August 2018

Information about this early years setting

Honeybear Nursery registered in 1989. The nursery employs 10 members of childcare staff. Of these, five members of staff hold appropriate early years qualifications at level 3 and two members of staff hold a level 2 qualification. The nursery opens from Monday to Friday, for 51 weeks of the year, closing for bank holidays and over the Christmas period. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- 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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.

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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