

Inspection of Honey Bees Day Nursery

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

Inspection date: 28 June 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

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The quality of education that children receive is poor. Staff are aware of children's starting points and next steps for learning. However, they do not consider these when planning activities for children. As a result, staff do not provide children with sufficiently challenging and enjoyable activities and experiences. This results in children becoming bored, wandering away and showing challenging behaviours because staff do not motivate them to learn. Staff's expectations for some children's learning are poor. Staff use their observations and assessments to monitor children's progress. However, when gaps in learning are identified, some children do not get the help and support they need to ensure they receive targeted support in order for these gaps to close. This means that some children do not make as much progress in their learning as they are capable of.

Children happily make choices in their play from the well-resourced environment. Children of all ages are given the choice of playing indoors or outside. Babies show they have good bonds with their key person, seeking them out for cuddles and comfort when visitors first enter their room. Pre-school children confidently engage in discussions with visitors to the nursery.

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

- Although most staff are qualified, learning opportunities for children are not well planned. Staff complete activities with children but do not focus enough on the individual needs of children or what they need to learn next. As a result, children do not remain focused, and they become bored and wander away.
- Leaders and managers do not ensure that advice is gained from outside agencies at the earliest opportunity to ensure children with special educational needs and/or disabilities receive the help and support they need. This means that staff do not support children effectively, according to their individual needs, to help them make sufficient progress in their learning.
- Staff do not manage children's behaviour effectively. For example, children push, pull hair and hit other children. Staff separate the children but do not support them to learn why this behaviour is unacceptable. As a result, children repeat these poor behaviours.
- Although the required adult-to-child ratios are maintained, staff deployment is poor. For example, after lunchtime, all but one member of staff in the pre-school room remain inside when most of the children have chosen to play outside. This results in inadequate supervision of children, meaning that children's poor behaviour goes unnoticed by staff.
- The manager completes supervision sessions with staff and sets targets for improvement. However, the arrangements for ongoing support, mentoring and coaching for staff are not good enough to ensure the quality of teaching is

consistently good and staff's knowledge of safeguarding is robust.

- Parents are happy with the service provided by the nursery. They say that staff share regular information with them about what their children have been doing at the nursery. They express how happy their children are attending the setting.
- Children have opportunities to practise their physical skills. Babies delight at using the indoor climbing frame, where they learn to walk up the steps and negotiate their way back down. Older children develop their spatial awareness as they run around the playground, learning to avoid obstacles. Staff encourage children to be active and have regular access to the fresh air. They provide children with healthy meals and snacks. This helps children to learn how to lead healthy lifestyles.
- Children develop their independence appropriately. They select toys of their choice. Pre-school children readily help to tidy away their packed lunch items after mealtimes. They independently take their belongings and hang them up on their individual peg. Younger children learn to feed themselves. Children understand the importance of washing their hands before eating and after using the toilet.
- Staff working with babies provide opportunities for them to build on their growing understanding of what makes them and their families unique. For example, staff sit with babies, looking at and talking about their family photos. This helps children to develop a sense of belonging.

Safeguarding

The arrangements for safeguarding are not effective.

Poor staff deployment does not ensure children's safety. Staff fail to witness children's accidents and occasions when children are at risk of harming themselves and others. As a result, children are not safeguarded effectively. Staff have completed safeguarding training and are able to recognise some signs and symptoms of abuse and neglect. Managers follow suitable vetting and recruitment procedures to ensure staff are checked for their suitability to work with children. The premises are secure to ensure that only authorised persons can enter.

What does the setting need to do to improve?

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

	Due date
--	-----------------

improve the planning and implementation of the curriculum, to ensure staff have a clear learning intention for what children need to learn next and to provide children with challenging and enjoyable learning experiences	09/08/2023
provide staff with ongoing support, mentoring and coaching to help them raise the quality of their teaching skills to at least a good level	09/08/2023
ensure staff are deployed to supervise children effectively at all times	09/08/2023
provide support to staff to ensure they manage children's behaviour in an appropriate way	09/08/2023
implement effective procedures for children with special educational needs and/or disabilities, including seeking support from other professionals in a timely manner.	09/08/2023

Setting details

Unique reference number	EY396535
Local authority	Herefordshire
Inspection number	10300404
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	1 to 4
Total number of places	53
Number of children on roll	63
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	25 November 2022

Information about this early years setting

Honey Bees Day Nursery registered in 2009. The nursery employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. One member of staff holds a level 5 qualification, and one member of staff holds a level 6 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

Amanda Tompkin

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 inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023