

Inspection of The Hunny Hive Day Nursery

74 Hallam Fields Road, Birstall, LEICESTER LE4 3NS

Inspection date: 24 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Babies smile with delight as staff welcome them with open arms. They reach out to the staff for cuddles and reassurance and quickly settle into choosing activities. Older children demonstrate that they feel safe and secure as they confidently approach visitors and invite them to join in with their play. Younger children thoroughly enjoy moving to music as staff focus on promoting their large-muscle skills. Children wave their hands in the air as they hold cheerleader pompoms. Staff model how to crouch down low and reach up high as children move to music.

Children learn to behave well and are eager to learn. Staff consistently motivate children and recognise their positive attitudes. Older children proudly explain to staff that they are resilient and working towards a 'pot of gold' for everyone. Staff further support children's positive attitudes as children explore the outdoors. For example, children find a spider and are encouraged to handle it carefully. Staff explain that the spider likes the children because they are being kind, respectful and gentle.

Older children practise their early mathematics skills as staff challenge them with their learning. For example, children add two more stones to their sandcastles, and the enthusiastic staff provide simple mathematics questions to encourage children's knowledge of early addition.

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

- Staff plan experiences to challenge children and to help them build large-muscle skills. For example, they show older children how to steady themselves with their feet as they ride balance bikes. Staff provide further challenges as they introduce a ramp for children to ride over. Children practise how to stop and balance when they reach the top.
- Staff inspire children's learning, and they observe and build on their ideas. They encourage children's thinking and mathematical knowledge. For example, children are interested in collecting rainwater. Staff help children to count the lines to measure how much water they have collected. They encourage children to use their problem-solving skills to think about how many cups of water they need to fill their containers.
- Staff recognise that children need support to build their muscle skills before they can begin to learn to write. They encourage children to use mark-making tools, such as thick pens and brushes. Children use their fingers to practise taking the lids off thick marker pens and carefully replacing them. They lie down on the floor and learn to move their arms to draw large, sweeping lines on large pieces of cardboard.
- Staff support older children with their communication and language skills. They

listen to children and have back-and-forth conversations, introducing new vocabulary. For example, as children look for more rainwater, staff use the word 'evaporate' and explain what it means. However, toddlers do not receive the same level of support. Staff do not always speak slowly or pause conversations to allow toddlers time to think and respond to their questions or help them to join in.

- Staff teach children their expectations for behaviour clearly. They implement a reward system for children's good behaviour, such as planning special events for children to work towards. As a result, children are highly motivated to follow the rules of the nursery and develop positive attitudes to learning.
- Staff teach children to be independent. For example, they support younger children to help themselves to a tissue and to look into the mirror when wiping their own noses. Staff encourage children to pour water from a jug, serve their lunch and use a knife and fork at mealtimes.
- Leaders and managers reflect on staff's practice and are quick to put steps in place to make improvements. Managers observe staff practice and provide individual targets and training. Staff state that they feel well supported by the manager.
- Parents speak highly of the nursery and of the communication they receive from staff. They state the staff help children to become independent and ready for moving on to school. Parents state that staff discuss their children's next steps in learning and provide activity ideas for them to try at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding. They know the signs of abuse to look for and their responsibilities in keeping children safe. Staff understand the 'Prevent' duty, county lines and female genital mutilation. They are confident in recording and reporting concerns to the relevant professionals, including any regarding other staff. Staff attend regular training to keep their safeguarding knowledge up to date, including training on safer sleeping. The nursery is secure, and staff follow clear visitor procedures. Children are supervised well, and staff check the environment regularly to ensure it is a safe place 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:

- strengthen support for staff to give younger children more time to think and respond and to help younger children's emerging speech and language skills.

Setting details

Unique reference number	EY539726
Local authority	Leicestershire
Inspection number	10288888
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	68
Number of children on roll	120
Name of registered person	The Hunny Pot Day Nursery Limited
Registered person unique reference number	RP911028
Telephone number	01162672039
Date of previous inspection	3 November 2017

Information about this early years setting

The Hunny Hive Day Nursery registered in 2016 and is located in Birstall, Leicester. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Winterton

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke with the manager about the leadership and management of the nursery.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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