

# Inspection of Honey Bears Nursery

69 Whitehouse Common Road, Sutton Coldfield B75 6EY

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Inspection date:

26 September 2023

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are settled and happy in the nursery. They have formed close relationships with staff and regularly go to them for cuddles and comfort, which they receive in abundance. This helps children to feel safe and secure in the staff's care. Children are inquisitive and enjoy learning. They have time and space to explore while developing their skills. For example, pre-school children observe nature in the garden. They identify a long spider-web and decide to measure and see how long it is. They gasped with awe when the staff read the result from the tape measure. Babies pick up and explore a range of interesting objects, such as mirror balls, cotton reels and pine cones. They grasp to hold, turn and mouth these objects to help discover more about them.

Children behave well. They receive lots of praise from staff when they routinely use good manners. Children respond well to staff's gentle reminders to take turns during play. This helps them to know the behaviours that are expected of them. Children show positive attitudes to learning. They acquire the skills and knowledge they need to prepare them well for their future learning.

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

- Leaders and managers are passionate about the provision for children. They have clear intentions for children's learning. Staff gather information from parents when children first start, which helps them to settle in quickly. However, staff do not yet make the most of this time with parents to gather as much information as possible about what their children already know and can do, to help focus their plans for what children are ready to learn from the outset.
- However, staff regularly observe children to help them know what to teach so that they continually build on their skills and understanding. This includes children with special educational needs and/or disabilities. Staff liaise effectively with other professionals to ensure that children's learning is provided for. This enables children to enjoy learning activities alongside other children and feel included.
- Staff arrange and resource the environment specifically based on children's interests and learning needs. For example, babies use furniture to pull themselves to standing with ease. They have space to practise their walking skills as they explore other resources set out for them. Toddlers and older children are able to lead their play and learning. They access tools and use spades and forks to dig in the earth outdoors.
- Communication and language are promoted well. Staff use specific assessments with all children to help them focus on the support children may need to quickly catch up in their speaking skills. This includes children who speak English as an additional language.

- All children thoroughly enjoy stories. Staff skilfully tell the story and ask questions to find out what children know. Babies readily name objects and animals and giggle when staff make sounds and 'roar'. Older children confidently talk about what they see.
- Children continually build on their vocabulary. This is because staff introduce new words and give their meaning during conversation. For example, staff say children's clothing is 'vibrant' and explain that it is very bright and colourful. This helps older children to increase their descriptive words.
- Children develop skills for increasing independence. For example, babies feed themselves competently while toddlers learn to manage their personal care and wash their hands correctly. The oldest children manage tasks for themselves, such as pouring drinks and serving themselves at lunchtime.
- Staff say they feel supported with training to access for themselves and take ownership of their learning. Managers monitor staff practice effectively. This enables them to provide the support staff need to enhance their skills and understanding. Managers evaluate the setting and include the views of parents. They make plans to continually enhance the provision and improve outcomes for children.
- Parents are happy with the nursery. They say they are regularly informed about their child's care and the progress they make. Parents comment specifically on the workshops they enjoy attending at the nursery. They say how friendly and supportive the managers and staff are.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have a secure understanding of their responsibilities to safeguard children. They identify signs and indicators which may mean that a child is at risk of abuse. They have a robust knowledge of the local procedures to report concerns about the welfare of a child. This includes if an allegation is made against a colleague or manager. Staff know how to escalate their concerns if required. Recruitment procedures are robust, including background checks to ensure that staff are suitable to work in the nursery. Staff routinely check the nursery environment to ensure that it is safe for children to attend.

## What does the setting need to do to improve?

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

- make the most of the time spent with parents when children first start to attend the nursery, to gather as much information as possible about what their children already know and can do and help focus the plans for what they are ready to learn from the outset.

## Setting details

<b>Unique reference number</b>	2643520
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10305100
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Honey Bears Partnership
<b>Registered person unique reference number</b>	RP522517
<b>Telephone number</b>	0121 759 7709
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Honey Bears Nursery registered in 2021 and is one of a group of nurseries which are led by the partnership. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, six hold qualifications at level 3, and one holds a qualification at level 2. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

## 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 nursery.
- The manager and the inspector had a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the nursery is organised. The inspector reviewed relevant documentation, including 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.

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