

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

Uffculme Road, Willand, Cullompton, Devon EX15 2SA

Inspection date:

2 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The friendly and welcoming staff greet children and parents and help children to settle quickly. Staff know the children well, and children form secure attachments with the staff who care for them. Children have confidence to choose what they would like to play with from the wide range of resources accessible to them. Children enjoy being outside. They have lots of opportunities to use the well-planned and resourced gardens, where they take part in growing and caring for plants.

The manager has a clear idea about what she wants children to learn. She involves staff in designing and adapting the curriculum. There is a clear focus for what they want children to achieve at different ages and stages in their learning. However, there is variation in how some aspects of the curriculum are implemented into practice, particularly for the older children. Therefore, the curriculum is not as ambitious for all the children, as staff do not recognise when older children need more support and focus. Overall, children behave well. They join in with tidying away the resources, and older children follow routines and instructions. However, staff are not always consistent in speaking to younger children about why they should not run or throw things. This does not help younger children to learn how to manage their behaviour independently.

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

- The manager and staff have worked hard since their last inspection to make changes and improvements to the nursery. The new staff team reports that it is well supported in carrying out its roles. Staff access training, and the manager is available to offer advice and guidance.
- Staff spend time with all the children. They eat breakfast together and have opportunities to come together throughout the day. This helps children to become familiar with all of the adults who care for them. As a result, children move with ease to the next room within the nursery when they are developmentally ready. In addition, each child has their own key person, who is responsible for working closely with their parents to help them to settle and to learn about their needs and interests.
- Parents say that staff work with them to keep them informed about their children's day and to share information about their learning. Parents report that they are well informed and happy with the care that their children receive.
- The provider and staff monitor and assess children's progress and consider what they want children to learn and achieve. Staff have areas to focus on within their curriculum. This works well for younger children. For instance, staff support the younger children to follow routines, learn hygiene practices and to develop their physical skills. Although staff know what they want older children to learn, they

do not consider how to implement their curriculum to provide children with the challenge they need. Children who require support for their confidence and social interactions spend a long time playing alone, and staff do not consider how to support them to be confident and to build relationships with others.

- Staff support younger children's interest in stories and singing well. Staff introduce new words, such as 'acorn', as children explore the autumnal resources. Children thoroughly enjoy using props to hold as they join in with some actions to their favourite songs. However, at times, staff struggle with some of the younger children's behaviour. Staff do not consistently explain 'why' to the children, saying 'no' or 'no thank you' instead. This does not help children to understand what they are doing wrong.
- The manager and staff recognise children's needs and work with parents to access support from other professionals for children with delays in their development and for those with special educational needs and/or disabilities (SEND). However, they are not consistent in their approach to supporting children with SEND to enable them to be involved in activities and to communicate their needs. Although there are plans in place to support children, these are not precise enough to target what children need to help them make better progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff recognise their responsibilities to keep children safe. They ensure that they risk assess the indoor and outdoor spaces. The manager follows safer recruitment procedures to check and monitor the suitability of the adults who work with the children. All staff have a secure understanding of how to identify when a child may be at risk of harm, and they know the procedures to report any concerns that they have.

What does the setting need to do to improve?

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

	Due date
continue to develop a curriculum that is ambitious for all children so that all children receive the challenge that they need to make better progress in their learning.	16/10/2023

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

- provide a more consistent approach to supporting the younger children to learn to manage their feelings and behaviour
- develop more targeted support for children with SEND, to enable them to communicate their needs and make better progress in their learning.

Setting details

Unique reference number	2591660
Local authority	Devon
Inspection number	10293363
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	59
Number of children on roll	54
Name of registered person	Kiddi Galore Limited
Registered person unique reference number	RP907212
Telephone number	01884 798150
Date of previous inspection	17 April 2023

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. There are 12 staff employed to work with children, most of whom hold qualifications at level 3.

Information about this inspection

Inspector
Victoria Nicolson

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.
- 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, parents and children 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 a joint observation of an activity with the manager.
- 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.

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