

Inspection of St. Dunstans Honeybees

Wells Road, Glastonbury, Somerset BA6 9BY

Inspection date: 1 November 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

Children are warmly welcomed into the setting by caring staff. There are strong bonds between staff and children. Children feel safe and secure, knowing that their emotional needs are met. Staff know the children very well, listen to them and value what they say. This helps children gain a positive sense of their own uniqueness and develops their self-confidence. An informative display enables parents and staff to see and understand how children's learning is nurtured by the breadth of learning opportunities that are available.

Leaders have an ambitious vision for the curriculum they offer to children. This is designed by the whole team. There is a strong focus on personal, social and emotional development. Children excitedly engage with the different activities that are provided. For example, staff help children learn how to control both hands to carefully position and hammer tees into a pumpkin. Children continue to practise using tools as they skilfully manipulate play dough into different shapes. They cut up their creations and reassemble the pieces like a jigsaw puzzle, using rolling pins to join the pieces together again. Staff are excellent role models. They encourage children to show respect and kindness to each other. Children learn to share resources fairly, take turns patiently and are gentle to each other, for example, when they play 'hairdressers'.

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

- Staff use circle time activities effectively to enhance children's listening and language skills and encourage their enthusiasm for learning. They ensure that all children are involved, participating in the group's routines and songs. Staff are skilful at supporting children's confidence to tell others about their own 'news'. They gently prompt children's memories and help them find ways to express what they want to say. Staff include early literacy skills, such as sounding out the first letter of children's names. Children learn the concept of 'voting', counting and comparing totals as they collectively choose the story time book.
- Staff demonstrate dance moves to help children follow a sequence of actions and gain a sense of rhythm. They encourage children to develop confident balance skills on the two-wheeled bicycles. They provide dry sensory materials, which children explore to make different sounds and learn descriptive words such as 'scrunch'.
- Staff provide enriching experiences when children learn more about their community. For example, they visit the market to buy fruit and vegetables and go to the library. They walk around the adjoining school field and notice seasonal changes. They enjoy having the responsibility of walking to the school to collect the post. Visitors to the setting help children understand more about the people who help us, such as police officers and a dental nurse. They learn about

cultural festivals, such as Diwali, which helps children learn about the wider world.

- Staff encourage children to develop their independence skills for the most part. However, there are some activities where children are capable of doing more by themselves, for example, when preparing to go outside and during snack time. Staff do not consistently organise routines to ensure that children wash their hands immediately before handling food. As a consequence, children do not learn about the importance of consistent hygiene practice.
- Parents are very satisfied with their children's learning experiences and how staff prepare them for each stage of their learning journey. Parents say that there are effective communication channels that inform them about what their children are doing, enjoying and how they are progressing. They particularly praise the kind nature of the knowledgeable staff, especially the support given to the whole family. They appreciate the learning materials that are provided during holidays and the opportunities for stay and play sessions when children are settling in.
- Leaders and managers are well organised, and they support their staff through regular meetings, supervision and training opportunities. Training and new knowledge are shared and discussed, sometimes leading to alterations to practice. For example, dressing-up activities were evaluated and changed, which has encouraged more imaginative play. Staff have a strong culture of self-assessment and constantly strive to make improvements to the provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about signs and symptoms of different types of abuse and neglect. They know how to act if they suspect that a child might be at risk of harm. Staff know who to contact in the event of an allegation being made against them and how they can access additional support for advice. Managers and staff complete regular training and discuss safeguarding matters regularly in team meetings to ensure that knowledge is always up to date. Staff keep children safe on outings and reinforce road safety rules when they go for walks.

What does the setting need to do to improve?

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

- organise routines more effectively so that children learn good hygiene practices
- develop children's independence further during daily routines, so they learn to take care of their own needs and do things for themselves.

Setting details

Unique reference number	142810
Local authority	Somerset
Inspection number	10305621
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	2 to 4
Total number of places	18
Number of children on roll	19
Name of registered person	St Dunstans Honeybees Committee
Registered person unique reference number	RP523093
Telephone number	0797 4078071
Date of previous inspection	28 February 2018

Information about this early years setting

St Dunstan's Honeybees registered in 1996 and is run by a committee. It operates from Glastonbury, Somerset. The pre-school employs four members of childcare staff. Of these, two hold a qualification at level 3, one holds early years teacher status and one has qualified teacher status. The pre-school opens from Monday to Friday, during term-time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Margaret Dobbs

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 and the manager conducted a learning walk and discussed the layout and the curriculum.
- The inspector observed staff and children's interactions during the day, both in the indoor and outdoor environments.
- The manager and the inspector discussed a joint observation.
- The inspector reviewed relevant documentation.
- The inspector held discussions with leaders and managers.

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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