

Inspection of Honey Bees Day Nursery

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

Inspection date: 20 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff implement a curriculum that builds on children's prior knowledge and focuses on what they need to learn next. Activities are tailored to meet children's individual learning needs and interests. As a result, children are curious and motivated to take part. They make good progress in their learning from their individual starting points. Children forge close relationships with staff and their well-being is given high priority. Staff interact positively with children and know them well. They offer comfort when children are upset or unsure. Children demonstrate that they feel safe and secure as they snuggle up to staff for reassurance.

Staff introduce positive behaviour management strategies to teach children how to behave in an appropriate way. Children learn to share and take turns. For example, older children raise their hands when they want to answer a question at circle time and wait patiently until it is their turn to speak. This also begins to prepare children for what will be expected when they move on to school. Children invite their friends to join in their play. They work cooperatively together to build a 'house' for the toy dinosaurs by using blocks and say that the 'house' they have built is for the 'T Rex'.

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

- The setting benefits from a strong and cohesive leadership team. It has worked hard since the previous inspection to make the necessary changes and meet the actions raised. The manager has involved staff in the changes and, together, they continually reflect on their practice and share ideas for the future. That said, the changes are still in their infancy and are not yet fully embedded in practice to ensure that the quality continues to be raised.
- The manager continually observes and monitors staff. She recognises strengths and weaknesses and is constructive in her feedback to help staff improve their practice. Staff benefit from professional development opportunities and training that help to further their knowledge and skills. The leadership team recognises and works to staff's individual strengths and encourages staff to share their knowledge with others. This leads to a staff team that says it feels well supported and valued.
- Children with special educational needs and/or disabilities (SEND) are exceptionally well supported, and this is a real strength within the setting. The special educational needs coordinator (SENCo) is extremely knowledgeable and passionate about her role. She works closely with staff, parents and other professionals to ensure that children with SEND are fully included in all activities and their individual needs are respected. Parents cannot speak highly enough of the support that their children with SEND receive and the way that staff go over and above to provide their children with the very best start and meet their individual needs.

- Children's communication and language are given high priority. Staff speak clearly to children and give them time to think and respond. Staff working with younger children and babies model simple words and sounds and encourage them to repeat what they hear. Older children engage in back-and-forth conversations and talk to staff and visitors about what they are doing.
- Younger children use their fine motor skills to roll play dough or explore different textures. Older children successfully complete floor puzzles. They concentrate as they turn the puzzle pieces until they find which way they will fit. However, at times, the organisation of group activities means that some children wait for long periods of time before it is their turn and, occasionally, begin to lose interest. In addition, staff do not always consider the best way to fully extend children's learning during some activities so that they make even better progress.
- Parents spoken to are happy with the care and learning that their children receive. They say that the communication is fabulous and that staff share information so that they know what their children are working towards and how they can continue this at home. Parents say that they feel part of the setting and that they are respected regardless of their background.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is of the utmost priority in this setting. The management team and staff are extremely knowledgeable about the local safeguarding issues. They are vigilant to any signs that may indicate that a child is at risk of harm. All staff understand the procedures to follow if they have concerns about a child or someone in a position of trust. Staff teach children how to keep themselves safe. Children learn how to cross the road safely by using a play zebra crossing and know that they must wear a helmet when riding a bicycle. Recruitment and induction procedures are robust to ensure that everyone working with the children is deemed suitable.

What does the setting need to do to improve?

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

- monitor the changes that have been recently implemented to ensure that they are embedded fully into practice and quality continues to improve and develop
- help staff to recognise how to organise and extend activities more effectively so that children make even better progress in their learning.

Setting details

Unique reference number	EY396535
Local authority	Herefordshire
Inspection number	10304748
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	53
Number of children on roll	64
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	28 June 2023

Information about this early years setting

Honey Bees Day Nursery registered in 2009 and is in Leominster. The nursery employs 24 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including two who hold level 5. The nursery from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am to 6pm. A holiday club runs during school holidays from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- 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 SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.

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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