

Honey Bees Day Nursery

Leominster Leisure Centre, Coningsby Road, LEOMINSTER, Herefordshire, HR6 8LL

Inspection date

Previous inspection date

30/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children take part in a wide range of interesting activities and experiences. They make good progress in their learning, in relation to their starting points and capabilities.
- Staff are fully committed to continuous improvement, as there is effective monitoring of teaching and planning. Good self-evaluation processes ensure that areas for improvement are targeted in order to improve children's learning outcomes.
- Children are safe, as staff understand and implement very effective policies and procedures and have a good knowledge of child protection.
- Effective partnerships with parents and carers and other professionals mean that all children's needs are well met and their learning is well supported and enhanced in the nursery and at home.

It is not yet outstanding because

- There is scope to offer a wider range of opportunities for children to engage in energetic play to further develop physical skills, such as running, jumping and skipping.
- Opportunities for children to develop their hand control and coordination using construction resources that fit together in a variety of ways have not been fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities and carried out a joint observation with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector observed the lunchtime routine.
- The inspector held meetings with the manager throughout the inspection.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Honey Bees Day Nursery was registered in 2012 on the Early Years Register. It is situated in a room in the Leominster Leisure Centre in Herefordshire, and is privately managed. The nursery serves the local area and is accessible to all children. There is an area of available outdoor play space. The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3.

The nursery opens on Tuesdays, Wednesdays and Fridays during term time only, from 9am until 4pm. Children attend for a variety of sessions. There are currently 23 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's hand control and coordination, for example, by extending the range of construction resources that fit together in a variety of ways, such as through twisting, pushing, slotting or magnetism
- explore further opportunities for children to access space to enjoy energetic play, to even further develop their physical skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress from their starting points as staff have a good understanding of how children learn and develop. Staff obtain thorough details from parents on registration about each child's individual needs and starting points. This means that children settle in easily as their individual needs and interests are well known. Ongoing communication with parents, along with detailed observations and assessments, means that activities are stimulating and linked to children's interests. Staff skilfully use children's interests to extend their learning and development. For example, an interest in growing has led to a wide range of activities successfully linking all the areas of learning.

Children enjoy a good balance of adult-initiated and child-led activities. They display good characteristics of effective learning when they are engaged in activities, such as water

play, painting and role play. Children's language and communication skills develop as staff expose them to a range of stimulating experiences that support their development. For example, staff sing songs that incorporate children pointing to parts of the body. This enables children to understand that words carry meaning and supports the development of their listening skills. Children's early mathematical skills develop as staff engage in imaginative play in a garden centre. Children are given reasons to count as they select objects to put in the shopping trolley. Consequently, this develops children's curiosity about numbers and encourages the use of mathematical language.

Children are provided with a range of resources that support the seven areas of learning and development. This encourages the children to be engaged in their learning and make independent choices. However, there is scope to develop the range of construction resources that allow children to creatively build models that fix together in a variety of ways, such as twisting and pushing, in order to further develop hand control and coordination.

Children are acquiring useful skills that prepare them for the next stage in their learning and for school. For instance, an interest in letter sounds is fostered through the completion of puzzles. Staff successfully extend children's knowledge of initial sounds in words. Children of all ages are generally encouraged to develop their physical skills. For example, an indoor slide is provided which helps to support skills of climbing, balancing and sliding. Children learn to collaborate and socialise as staff plan experiences, such as ring games.

Partnerships between parents and their child's key person are a great strength of the nursery. Parents receive daily feedback as well as opportunities to stay and play. In addition, parents evenings are held which provide them with a clear overview of their child's progress. Consequently, this ensures a two-way flow of information and a consistency in approach to supporting children's next steps in learning.

Strong partnership with other professionals means that early intervention to support children's learning and development is effectively provided. This contributes towards narrowing the achievement gap in children's learning and development. Children whose home language is not English are well supported. For example, key words are obtained from parents and dual-language books are used to support children's acquisition of the English language. In addition, visual aids showing some aspects of the routine help children make connections in their learning. This ensures each child is valued for their uniqueness and is included.

The contribution of the early years provision to the well-being of children

An effective key person system means that children enjoy strong bonds with attentive staff who are responsive to their needs. As a result, all children show that they feel settled and secure. They are confident and motivated to explore the learning environment. This means that they feel emotionally secure and are actively engaged in their learning.

Effective use of documents, such as the 'all about me' sheet created on entry at the

nursery, contributes effectively to the secure settling-in process. These, along with the close partnership with parents, ensure the individual needs of all children are regularly reviewed. Transitions to school are well organised so that children settle into their new environments easily. For example, teachers from local schools visit children and information about each child is exchanged. This ensures that there is an effective continuity of care and children remain settled and happy. This supports children's personal, social and emotional development.

The learning environment poses a challenge for staff as it is based on a squash court. However, staff creatively turn this into an effective learning environment and this ensures it is welcoming and all children, including those with special educational needs and/or disabilities, are able to independently select resources. This promotes their confidence and means they can make meaningful choices during their day. However, due to the constraints of the building there are not a wide range of opportunities for children to engage in more energetic play to develop skills, such as running, jumping and skipping.

Children are learning to behave well because staff are consistent and calm in their approach. They provide clear boundaries for children to follow and they offer praise and encouragement throughout the day. This helps children to develop good levels of self-esteem. Children are helped to understand how to keep themselves and their friends safe. For example, they take part in regular fire evacuations and demonstrate they understand what to do when the alarm sounds.

Children's health is given a high priority. For example, antibacterial soap is used to help to minimise the spread of infection. Staff sit with the children and effectively discuss the benefits of eating nutritious food. For example, questions arise about eating fruit and children learn that by eating healthy foods they will become 'big and strong'. These discussions help to promote children's social skills and develop their understanding about healthy living.

The effectiveness of the leadership and management of the early years provision

The manager and her team have a secure understanding of their responsibility to ensure that the nursery meets the requirements of the Early Years Foundation Stage. The manager oversees the educational provision by working directly with the staff and children on a daily basis and role modelling good practice. Discussions with staff demonstrate that they enjoy working in the nursery and feel well supported. This means that they continue to be inspired and improve their practice constantly. Consequently, children's learning and development is fully supported.

Staff are duly focused on safeguarding children's well-being as they carry out regular risk assessments of the environment to ensure that it is safe and secure for children. There are clear systems in place to guarantee that staffing ratios are met at all times of the day. As a result, children are well supervised and their individual needs are met. The staff team demonstrate a confident knowledge and understanding of child protection issues. They demonstrate clear understanding of their roles and responsibilities should they have any

concerns regarding the welfare of children. Children are kept safe as robust recruitment procedures are in place to ensure that suitable adults who have been appropriately vetted care for the children.

Effective self-evaluation takes into account the views of all staff, parents and children. Parents' views are sought through regular communication and a suggestion box. Children's ideas are valued and obtained through discussions. Clear strengths and weaknesses are identified and acted upon, ensuring a drive for continuous improvement. Consequently, children's needs are fully supported.

The manager has worked with the staff team to develop the planning and assessment process. Staff performance is monitored through supervisions and any training, and development needs are promptly identified. Consequently, the nursery has a well-trained staff team, which ensures they fully support children's individual needs. Staff develop effective relationships with other professionals, such as speech therapists, to ensure that children receive the additional support they need. Consequently, children make good progress from their starting points.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY454093
Local authority	Herefordshire
Inspection number	884831
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Opportunities for Adventure, Knowledge and Skills Ltd
Date of previous inspection	not applicable
Telephone number	01568 613274

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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