

# The Hunny Bee Day Nursery

Paget Street, Kibworth, LEICESTER, LE8 0HW

## Inspection date

Previous inspection date

10/12/2013

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

- Staff support children with special educational needs and/or disabilities well and provide them with extra professional support towards narrowing the gaps in their achievements. This ensures that all children reach their full potential.
- Effective partnerships with parents and other professionals have been developed. This allows there to be a strong link in learning between the nursery, the home environment and any other persons involved in the children's care.
- Children make secure attachments with their key person, which means that they are happy and well settled.
- Systems in place for staff supervision, monitoring and professional development, are effective, and have a positive impact on children's learning.

### It is not yet outstanding because

- There is scope to extend the information that parents are given regarding the Early Years Foundation Stage to enable them the best opportunities to understand and continue to promote their children's learning and development.
- There is scope to enhance the involvement of key persons in the planning of children's activities, so that all children's interests are routinely taken into account.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities taking place in the three main rooms and outside area.
- The inspector spoke with the childcare staff and children at appropriate times during the inspection.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector looked at a sample of records and planning, policies and procedures and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Tracey Hobbs

## Full report

### Information about the setting

The Hunny Bee Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a refurbished premises in the Kibworth area of Leicestershire and is privately managed. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The registered person has Early Years Professional Status. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children on roll, of whom all are in the early years age range. The nursery cares for children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery offers free early education places for eligible two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- extend the arrangements for planning activities to support children's future learning, for example, by enabling key persons to share information about children's particular interests so that these best inform all activities
  
- extend opportunities to disseminate information to parents regarding the Early Years Foundation Stage, so that they are best informed about how their children learn.

## Inspection judgements

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

At the setting, children show that they are making good progress towards the early learning goals. Evidence of this can be found within the manager's cohort analysis which is conducted at the end of each term. Managers can assess if there are particular areas that are causing concern and are able to address any issues quickly.

Children's progress is assessed and recorded using an electronic application. All staff who work with the children know how to use the system and upload their key children's observations and assessments. By using this system of monitoring, staff find it easier to disseminate this information to parents via email. The planning of children's activities for learning includes parents' views. These form the starting points for children's learning. Children who have been identified as having special educational needs and/or disabilities are supported well and nursery leaders and managers seek the appropriate professional help to ensure that the gaps in their achievements are closing. Children who speak English

as an additional language are also progressing well towards the early learning goals.

Staff present themselves as good role models for the children and have high expectations of them. They actively use all tools available to them, for example, the communication assessment tool, to ensure children meet their full potential while attending the nursery. Quality teaching provides children with a good foundation to support their learning. This sustained level of teaching means that children are making good progress across all seven areas of development. The way that adults interact with children and the use of questioning are both good. This enhances children's opportunity's to develop secure relationships which has a positive impact on their emotional well-being and their language acquisition. The nursery staff demonstrate inclusive practice, giving equal time and attention to all children in their care. They take account of the equipment being provided and incorporate the seven areas of learning into the children's daily routines. Staff caring for younger aged children focus primarily on the three prime areas; personal, social and emotional development, communication and language and physical development. Children observed are working comfortably within the typical range of development expected for their age.

Planning is based closely on the next steps in children's learning. Parents are encouraged to support their children's learning and development by completing an 'All about me' form once every six weeks. The nursery staff communicate with parents daily, and the nursery's room leaders email children's progress and assessment diary's once a term. The email provides information concerning children's activities and children's significant learning moments. This means that while children are working comfortably within the typical range of developmental levels expected for their age, their learning is consistently being carried forward and enhanced by parents as well as in the nursery room leaders planning. However, the key persons who know the children's interests well, are not always consulted when planning further activities for children, so activities are not always as closely matched to their current interests as they could be.

Children are happy, occupied and enjoy their time in the care of the nursery staff. Staff join in children's play offering appropriate encouragement. In addition, they encourage younger children to repeat familiar words and to use sounds in their play. Children's personal social and emotional development is given high priority. They make new friends and learn to join in with others, for example, during group craft activities, when using the outside play space, during a music and dance session and at meal times.

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

Children and their families are warmly welcomed into the calm, nurturing environment. As a result, relationships between staff and children are good. This means that children build secure emotional attachments, which successfully supports their sense of security and belonging. For example, children confidently seek reassurance from the nursery staff when they feel a little unsure of unfamiliar adults. Children settle well because the nursery staff take the time to find out about children's preferences and routines. For example, information is exchanged about any known medical needs and children's preferred comfort items and family images are available from the children's 'family tubs'. Parents' comment

that their children really enjoy their time at the nursery.

Staff successfully encourage children to take responsibility and to develop their self-care skills in preparation for moving on to school when the time comes. For example, children are encouraged to help tidy away the resources. They learn to use the toilet independently and that they need to wash their hands after using the toilet in order to prevent the spread of infection. The nursery provides a safe, environment and accessible resources ensure that children can make independent choices about their play. Children are developing a good awareness of safety, for example, through the support they receive as they learn to negotiate obstacles when riding tricycles outside.

Behaviour management strategies are good. This is because children are actively encouraged to learn simple rules and guidelines. As a result, children learn to be kind and thoughtful towards others and to share and take turns with the resources. In addition, the staff promote children's self-esteem because they consistently use meaningful praise to recognise positive behaviour and individual efforts. As a result, children smile, are proud of their achievements and persevere at their chosen activity. All aged children enjoy playing in the outside space in the fresh air where staff encourage them to be physically active, to enhance their continued well-being. Children's individual dietary needs are acknowledged the staff take account of the wishes of parents. Children are provided with healthy snacks, such as fresh fruit and rice cakes. Drinks are readily available, which ensures children remain comfortable and well-hydrated. At meal times children sit together around the table and good manners are encouraged. In addition, the staff actively supports and encourage the children to develop independence by encouraging them to serve their own food and feed themselves.

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

The registered provider and managers fully understand their responsibility to ensure the nursery meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children's welfare is safeguarded well as the management team and staff have a good understanding of child protection issues and implement policies and procedures to support awareness. Copies of the nursery's policies and procedures are readily made available to parents. For example, when a child enrolls at the nursery, parents receive a disc containing all the nursery's policies and procedures. However, the ways that parents obtain information from the nursery about the Early Years Foundation Stage could be further enhanced and developed to ensure that all parents are able to freely access the information. At present it is solely available on the nursery's website and parents commented that they were unsure they had the information.

The nursery ensures children are not left unsupervised. The staff understand the required ratios that must be maintained. Therefore, children's welfare is effectively considered. Children's personal details are kept securely and emergency contact numbers are available. The nursery premises are extremely safe and secure. Hazards are identified and all reasonable steps to limit risks are taken. This ensures children can play safely indoors and outdoors. Partnerships with schools are well established and the nursery is actively

seeking to continue these further to help children with their transition into the Reception classroom. For example, nursery staff are taking a group of the older children to the local primary school to watch their production of the nativity play. There is a school uniform in the nursery's dressing-up box to help children become familiar with its colours and style. Nursery children also have the opportunity to wear the nursery uniform to start feeling the same as their peers.

The nursery management team is extremely dedicated and highly experienced. They are totally committed to continuing professional development and have employed staff with different levels of early years qualifications. Effective recruitment procedures ensure that those staff employed to work with the children, are suitable to do so. In addition, they attend relevant training courses and network with other professionals to share good practice. The registered provider and managers have a good understanding of the Early Years Foundation Stage and the learning and development requirements. They have sufficient monitoring systems in place to ensure underperforming staff are challenged, supported and receive any extra training needed to enhance the children's learning experiences. The nursery monitors and evaluates practice through self-evaluation, development plans and staff attend meetings with their manager every six weeks. This provides managers with a good overview of the service being provided and enables identification of clear targets for ongoing development. This results in children benefitting from a continually improving service to ensure they achieve in all areas of their learning.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY461733
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	925447
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	47
<b>Name of provider</b>	The Hunnypot Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07866548936

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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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