

# The Little Honey Bees Day Nursery

Old Liverpool Victoria Sports Ground, Boddington Gardens, Acton W3 9AP



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 5 November 2018 |
| Previous inspection date | 3 May 2017      |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### The provision is good

- The provider is a committed leader. She supports the new manager and staff effectively to help maintain the good standards of care and teaching at the nursery.
- The provider recruits rigorously to establish staff's suitability to work with children. She offers staff targeted coaching and training to improve their knowledge and practice. For example, following training, staff have raised their awareness about how to enhance children's learning, particularly when working with very young children.
- Staff place significant emphasis on helping children to learn about, and respect, the similarities and differences between themselves and others. Children arrive happy to the setting and show that they are ready to learn.
- Staff use their strong teaching skills effectively to help all children make good progress. For example, many children gain well-developed skills in counting and using numbers.
- Children behave very well. They are kind, considerate and share their toys willingly. For instance, when older children observe that others show an interest in using the toys that they have, they offer these to them without any delay.

### It is not yet outstanding because:

- At times, staff do not plan for outdoor activities as effectively as possible. This does not fully support children who prefer to learn outdoors.
- Although staff form positive partnerships with parents, they have not fully considered how to engage all parents in their children's learning.

## What the setting needs to do to improve further

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

- increase learning opportunities for outdoor play to benefit children, particularly for those who prefer to learn outside
- explore further opportunities to engage all parents in their children's learning and development to benefit children even more.

### Inspection activities

- The inspector had a tour of the premises, inside and outside. She observed children taking part in a range of activities.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the nursery manager and discussed staff's practice with her.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector sampled a wide range of documentation, including policy and procedures, evidence relating to staff's suitability checks and children's development records.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of leadership and management is good

The provider evaluates the quality of the provision rigorously to identify strengths and areas for improvement. For example, following a review, she has changed the layout of the learning environments to increase children's independence skills. Safeguarding is effective. The manager and staff are fully aware of child protection issues, including the indicators that a child may be exposed to extreme views. They are confident in reporting any concerns they have about a child's welfare. Staff understand and follow the nursery's procedure for using personal mobile phones, to help keep children safe. They complete rigorous checks of the premises, including the toilet facilities, to help ensure these are safe, secure and suitable for the children. The provider deploys staff well and maintains the correct adult-to-child ratios to aid children's physical and emotional well-being.

### Quality of teaching, learning and assessment is good

Staff make precise observations and assessments of children's development. They use the information effectively to identify quickly where children may need additional support. Staff model language well. For instance, they speak clearly, repeat words and provide children with many opportunities that enable them to express their thoughts and feelings. Older children show their confidence as they repeat refrains and make predictions of what is going to happen next. Younger children increase their vocabulary as they hear and sing nursery songs. Staff respond well to children's natural curiosity. For example, they help younger children to explore sounds. Younger children show good levels of engagement as they sing, and enthusiastically beat and shake various percussion instruments.

### Personal development, behaviour and welfare are good

Staff are kind, calm and approachable. They respect children's individual needs and preferences to help ensure they feel included and supported. Children respond very positively to meaningful praise and encouragement. They are very keen to show what they know and can do. For example, younger children happily tell adults about spiders, and the older ones competently name and write recognisable letters. Staff have high regard to children's safety and well-being. For instance, they manage accidents and sickness well to help support children's individual health. Children engage in active play and follow good hygiene routines. They enjoy a variety of healthy and freshly cooked meals.

### Outcomes for children are good

Overall, all children, including those who speak English as an additional language, are well prepared for their future learning. For example, they gain strong self-care and independence skills. Younger and older children 'have a go' at putting on their coats for outdoor play. They self-serve at mealtimes and find their own water bottles. Younger children form close bonds with staff and their peers, which help them to be self-assured. Older children develop skills in readiness for school, such as drawing and writing. Children consistently show that they are motivated to learn and have positive attitudes to learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY484492  |
| <b>Local authority</b>                           | Ealing  |
| <b>Inspection number</b>                         | 10082874  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             |   |
| <b>Age range of children</b>                     | 0 - 3   |
| <b>Total number of places</b>                    | 26  |
| <b>Number of children on roll</b>                | 20  |
| <b>Name of registered person</b>                 | Droch, Saleena  |
| <b>Registered person unique reference number</b> | RP909839  |
| <b>Date of previous inspection</b>               | 3 May 2017  |
| <b>Telephone number</b>                          | 07828286269   |

The Little Honey Bees Day Nursery registered in 2015 and it is located in the London Borough of Ealing. The nursery is open from 7.30am until 6.30pm on Monday to Friday, for 51 weeks of the year, excluding bank holidays. It employs six staff members. Of these, one staff member holds an early years degree at level 6, two hold relevant qualifications at level 3 and one at level 2. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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