

The Honey Bee Day Care

Tilia Lodge, London Road, Reading, Berkshire RG1 3PA

Inspection date	10 May 2019 - 10 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The manager, who is also the provider, is unaware of legislation and government initiatives linked to safeguarding. She fails to ensure staff know how to safeguard children, and who to contact should they have a concern about a child's welfare. These weaknesses put children at significant risk.
- The teaching that children receive is poor. Staff's interactions are inadequate, activities are uninspiring, and staff do not observe and assess children's progress. They do not identify any gaps in achievement or plan activities that support individual children's next steps in learning. This has an impact on children's outcomes.
- The key-person system is inadequate. Staff fail to notice when unvetted visitors enter the toilets and children's self-care is not tailored to meet their individual needs. Managers and staff do not exchange accurate information about children's progress with parents. They do not help parents to extend children's learning at home.
- The manager does not provide sufficient supervision, training and support to help staff competently fulfil their roles and improve the quality of their teaching to benefit children's learning. Children do not make the progress they should, including those with special educational needs and/or disabilities (SEND).
- The manager and staff do not manage children's behaviour appropriately. They do not support children to understand the consequences of their actions on others. The manager does not always maintain the required qualification and adult-to-child ratios. This substantially puts children at risk of being hurt.

It has the following strengths

- Children have daily opportunities for fresh air and exercise, supporting some physical development.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
implement an effective policy and procedures to safeguard children, which are in line with the guidance and procedures of the Local Safeguarding Children Board (LSCB)	26/07/2019
take action to ensure all staff have an up-to-date knowledge of safeguarding issues, including how to identify and respond to possible signs of abuse and neglect	26/07/2019
improve safeguarding practices to ensure that, in the event of an allegation being made against a member of staff, agencies with statutory responsibilities are notified without delay, and in line with the LSCB procedures	26/07/2019
improve staff's knowledge and understanding of child protection legislation, including the 'Prevent duty guidance for England and Wales 2015', to keep children and their families safe	26/07/2019
ensure adults whose suitability has not been checked are not allowed unsupervised contact with children being cared for	26/07/2019
ensure staff implement relevant ratio requirements at all times and children are appropriately supervised to meet their individual needs	26/07/2019
ensure there is at least one member of staff who holds a full and relevant level 3 qualification, and at least half of all staff with a full and relevant level 2 qualification, who have received specific training that addresses the care of babies working directly with children under two	26/07/2019
take action to ensure all staff have the necessary skills to implement the behaviour management policy; this specifically refers to ensuring all staff manage children's behaviour appropriately, and help children understand the consequences of their actions on others	26/07/2019
implement an effective key-person system so that each key person fulfils their role in ensuring that each child's care is tailored to meet their individual needs, offers a settled relationship for the child and builds a relationship with parents	26/07/2019
implement regular staff appraisals, coaching and supervision to review the quality of teaching, identify training needs, and ensure all staff have the skills and knowledge to fulfil the requirements of their role	26/07/2019

establish a regular two-way flow of information-sharing with parents on the range and type of activities and experiences provided for children, details of policies and procedures and how parents can share learning at home	26/07/2019
take immediate action to put in place arrangements to support children with SEND, including having regard to the 'Special Educational Needs Code of Practice'.	26/07/2019

To meet the requirements of the early years foundation stage the provider must:

	Due date
improve knowledge and understanding of the learning and development requirements, in order to meet the individual needs and stages of development of each child	26/07/2019
implement an effective system of assessment of children's learning and development, to accurately plan for, identify and address any gaps in their progress and ensure they make good progress	26/07/2019
improve staff's interactions with children to ensure children are offered quality learning experiences that help them make the best possible progress.	26/07/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documents, including children's information, safeguarding and suitability procedures, qualifications and training certificates, attendance registers and a selection of policies and procedures.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the provider.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspectors

Julie Swann
Julie Swann

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager has failed to ensure all staff understand the procedure to follow should they have a concern about a child's welfare. Some staff are unable to identify possible signs of abuse or neglect, or the procedures to be followed in the event of needing to report concerns outside of the nursery. Furthermore, staff are not aware of the 'Prevent' duty guidance to protect children from extreme behaviours and views. The manager and staff are not vigilant in ensuring visitors to the setting do not have unsupervised access to children. For example, they fail to notice when a parent is alone in the toilet area with children. These significant failures place children at considerable risk. The manager is not effective in her role and does not help staff understand theirs. For example, staff do not receive the training, mentoring, coaching and supervision they need. In addition, the manager does not adhere to the qualification and ratio requirements consistently. This has a significant impact on children's outcomes. Parents receive limited information about their children's achievements, to extend children's learning at home. The manager is working to develop an action plan to address this. However, her improvement plans do not focus on areas that need urgent attention, meaning that significant weaknesses in practice remain.

Quality of teaching, learning and assessment is inadequate

The manager and staff have a poor understanding of how children learn. They do not observe and assess children's achievements effectively, and children are at risk of not making the progress they are capable of. The manager and staff do not secure interventions quickly enough where children's development is less than expected. For example, they do not put in place arrangements to support children with SEND, to match their individual needs. This results in inadequate teaching. Interactions between staff and children are, at times, minimal. When staff do interact with children, the quality of support they receive is poor. For example, when children told staff they had made a 'special sand cake' or painted a 'birthday cake' picture, staff replied, 'good,' before immediately walking away. Children often wander aimlessly. They become restless and opportunities for learning are lost. Staff do not provide effective teaching that supports children's communication and language skills. For example, during story times, they give children little time to discuss or respond to the questions they have asked. Furthermore, they continuously ask children to recite colours and shapes they already know. Children quickly become bored and lose interest. This results in minimal learning.

Personal development, behaviour and welfare are inadequate

Staff, as key persons, fail to provide children with a nurturing environment to meet their individual needs. They are unaware of some children's care needs, to help children settle and develop positive relationships. For example, during the inspection, when children cried and became upset, some staff placed their hands in the air and said, 'I don't know how to deal with this'. Children were then left to wander and cry. This means that inadequate teaching continues, and children's well-being is significantly compromised. In addition, some key persons are never scheduled to work when their key children are in session. This hinders children's sense of belonging and emotional development. Staff have not received suitable support to understand and apply behaviour management

strategies. Disagreements regularly break out between children and they argue, snatch and push each other. Staff often ignore this. This has a detrimental effect on children's understanding of acceptable behaviour. Children have daily opportunities for fresh air and exercise. They enjoy practising a range of physical skills using a variety of equipment and take part in feeding the chickens. Children have opportunities to explore their individual differences. They gain some knowledge and understanding of diversity, and similarities and differences within their community.

Outcomes for children are inadequate

All children, including funded children, are at significant risk of falling behind. Children do not develop the skills they need in readiness for the next stage of their learning, and the eventual move on to school. They do not receive sufficient challenge or support, and move from one activity to another, showing limited motivation in their learning. The lack of interaction they receive from staff has a significantly negative impact on children's outcomes. Any learning that takes place is incidental rather than planned.

Setting details

Unique reference number	2508530
Local authority	Reading
Inspection number	10105258
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	0 - 4
Total number of places	59
Number of children on roll	54
Name of registered person	Prima Edu Limited
Registered person unique reference number	RP910348
Date of previous inspection	Not applicable
Telephone number	07898948837

The Honey Bee Day Care registered in 2019. It is situated in Reading, Berkshire. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery employs 10 members of staff, of whom one holds qualified teacher status and six staff hold a childcare qualification between levels 2 and 3. The nursery receives funding for the provision of free early years education to children aged two, three and four years old.

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.

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