

# Honey Bears Nursery

Honey Bears Nursery, 60-62 Station Road, Erdington, Birmingham, West Midlands, B23 6UE

<b>Inspection date</b>	09/09/2013
Previous inspection date	28/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have very high expectations for children and an excellent awareness of how young children learn. This ensures that each child makes rapid progress from their starting points and they are well prepared for school.
- Children are well safeguarded due to robust recruitment and vetting procedures and staffs understanding of their roles and responsibilities in protecting children in their care.
- Staff create a welcoming, happy and safe environment where children settle well and enjoy themselves. An effective key person system clearly works in practice and helps children to form positive relationships and gain confidence and self-esteem.
- Staff engage well in developing good partnerships both with parents and other professionals, to ensure that children's individual needs are recognised and given the utmost priority.
- Strong, focused leadership communicates high expectations to the staff team, which is effectively monitored to ensure that children's learning and development needs are met and the setting sustains continued improvement.

## 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 staff engaging in a range of indoor learning activities, play and daily care routines with children.
- The inspector talked to children and staff and also held a meeting with the management team during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector also took account of the views of parents written comments and complements.

## Inspector

Patricia Dawes

## Full Report

### Information about the setting

Honey Bears Nursery was registered in 1991 on the Early Years Register and both the compulsory and voluntary parts of the Childcare register. It is situated in the Erdington area of Birmingham and is managed by a partnership. The nursery serves the local and surrounding areas and is accessible to all children. It operates from converted retail premises. There is no enclosed area available for outdoor play, although, regular outings for physical play are planned because the setting has an arrangement in place with the local children's centre, which allows them to access their outdoor play facilities on a daily basis. Children from the setting walk to and from the children's centre.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, 5 and 6.

The nursery opens Monday to Friday all year round except Christmas bank holiday. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

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

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

- enhance the use of non-verbal communication to further promote children's learning and development, so that they continue to achieve to the highest level.

### Inspection judgements

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

Staff have an extremely secure understanding of how children learn through play. They carefully observe children to find out about their precise interests, in order to plan activities and experiences that effectively promote their learning. This information is successfully used to assess children's progress and identify their next steps. As a result, children make excellent progress in their all-round development in readiness for school. Parents receive exceptionally regular feedback, helping them to feel fully included in their child's learning. For example, they are provided with both daily feedback and more

detailed written reports showing them what their children have achieved. In addition, they attend parents' meetings, exchanging in-depth information about their children's progress. Staffs' knowledge and understanding of the progress check at age two is extremely secure and checks are methodically completed to provide parents with a very detailed summary of their child's development. This identifies any additional support that might be needed. Parents also borrow story bags and attend workshop sessions. As a result, parents fully support their children's learning at home, providing seamless consistency between home and nursery and preparing them well for school. Staff have developed an exceptionally close working relationships with local schools and other provisions that children attend. They regularly share information and staff take children to visit the school they will be moving to. This helps to ensure that the move from nursery to school is a highly positive experience for all children.

Children throughout the nursery are making exemplary progress in all areas of learning. Utmost priority is given by staff to promote children's communication and language skills. Staff provide visual images, such as, words, pictures and widget symbols to enable all children to make informed choices in their play and to give additional support to children with special educational needs and/or disabilities and those who speak English as an additional language. However, some staff have yet to make full use of recent training in 'signing' to ensure that all children are able to communicate effectively either through speech or gesture. Staff efficiently model clear language during their activities without discouraging children's efforts as they copy new words. Staff readily use books to encourage younger children to use expressive language. They point happily to the pictures of animals and make the appropriate sounds. Older children are able to re-tell stories in the correct order and then act them out during role play. This enables all children to use their developing skills and become more confident communicators.

Staff talk to children and ask questions to encourage their critical thinking and recollection. For example, children are asked to think about their recent visit to the fire station and the number they need to call in an emergency. All children responded with great enthusiasm. Fun and laughter is an integral part of the day and sounds of extremely happy and contented children fill the building. Staff in the baby room are always nearby to offer support and they are highly skilled in the way that they extend activities to significantly enhance learning or leave children to develop their play experiences for themselves. Babies especially enjoy exploring and investigating in the ball pool, hiding in the tunnels, using their newly acquired skills of crawling or walking to view the passing traffic and people through a low-level window, showing great excitement at the passing buses.

Children develop an interest in mathematics as numbers and counting are introduced exceedingly well throughout the day. They count everyday objects, play number games, construct tall towers and competently complete jigsaws. Children are self-confident and recognise many numbers and can put them in the correct order. For example, they know which comes before and after the numbers they see on displays or are shown in books. As a result, children are gaining a very good understanding of positional language. Children enjoy dressing-up and excitedly show off their action hero muscles, pretend to be a builder or doctor or putting all the dolls to bed helped by a friend. This supports them to develop their imaginative skills in a non-biased environment. Early mark making is promoted exceedingly well through a variety of media, such as, playing with spaghetti,

paint or custard to experience the different textures and making prints in the sand using dinosaur figures and sensory blocks of wood.

Children have regular access to the outdoor play area. Effective planning means that children use a wide range of resources off site to actively support their learning in this area on a daily basis. Children confidently manoeuvre wheeled toys and climb equipment. They skilfully walk across grass stumps, using their arms to help them balance. As a result, they develop very good physical skills and form a positive attitude towards being active. Children are extremely proficient and self-assured with technology. They readily use the computer and smart board for information. For example, they skilfully click on different icons until they find the programme they want and then capably complete the task, making the animals climb the ladder. The broad smiles on their faces show that they are very happy when they have achieved this. These varied and exciting activities challenge children's thinking, keeping them motivated and very keen to learn.

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

Children are relaxed and confident in the nurturing care of staff. They develop very good levels of self-esteem because staff are extremely attentive and value their contributions. Staff work exceptionally closely with parents and children benefit from excellent settling-in procedures, which are based around their individual needs. Utmost priority is given to children moving rooms within the nursery. These are very carefully managed, in order to ensure consistency of care. All children show a very secure sense of belonging because they are given time to develop very strong bonds with the key person of their choosing. The changeover of rooms within the nursery is planned efficiently well to ensure children are introduced to their new key person and spend time visiting their new room. This enables them to build close relationships and ensures their emotional needs are well met. Children play and learn in a friendly, inclusive and stimulating environment. They have continuous access to a wealth of toys and equipment, which are stored at low level enabling them to make choices that develop their independence skills remarkably well.

All children learn about the importance of healthy eating and lifestyles through a wide variety of activities and discussions, such as constructing their own healthy food plates, using flash cards to show children healthy and unhealthy foods. Staff frequently remind children to have a drink with their lunch and children respond expressively by telling staff 'water helps the food go down'. As a result, children display a very positive attitude towards healthy eating. Menus are healthy, balanced and varied and meals are prepared daily on site. Children demonstrate an excellent understanding of healthy lifestyles. They follow effective personal hygiene routines with confidence and enjoy frequent access to the outdoor play or in wet weather they take part in music and movement or exercise sessions using soft play equipment. All children enjoy walks in the local community visiting the local children's centre, parks and library. All of this complements their physical education exceptionally well.

Children's safety is of a very high priority to staff and they actively and effectively support children's growing understanding of how to stay safe. For example, children participate in

regular fire evacuation drills and learn about road safety when walking in the local community. Children have very clear boundaries when they are out and about, holding hands to cross the road and staying within sight of their key person. Staff clearly encourage them to use their listening ears, walk sensibly and follow instructions. As a result, children learn first-hand how to keep themselves safe. Children's behaviour is excellent and staff are excellent role models. The highly effective key person system actively contributes to help children develop strong levels of personal independence. They form very secure attachments with kind and caring staff, resulting in their emotional well-being being supported well. Staff offer praise, encouragement and support for every achievement no matter how small. Throughout the nursery children are effectively supported in their social skills and learn to play together, share toys and take turns. Staff patiently and firmly remind some when they become a little over excited or challenging. All children benefit from the strong procedures and links the nursery has developed with local schools to support their move to the school. This includes detailed information sharing between the settings, visits from teachers and visits for children to their new school. This ensures children's individual needs are being met and helps to ease the moving process.

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

Arrangements for safeguarding children in the nursery are given the utmost priority. All staff have a very clear knowledge and understanding about local safeguarding procedures and how to report any concerns they may have. This ensures that children's welfare is protected. The safeguarding policy is regularly discussed at staff meetings to ensure that every one is up to date with current legislation. Robust recruitment procedures ensure staff are suitable to work with children. All new staff undergo a thorough induction, which includes reading all policies and procedures. Following a recent concern regarding the procedure for outings, the manager has completed a full review of safety policies and procedures and risk assessments have been revised and fully implemented. Staff provide a very safe and secure environment for children as they continually check risk assessments, carry out daily safety checks and ensure any concerns are recorded and dealt with immediately. Visitors gain access to the nursery via an intercom system and a member of staff escorts them to the person they have come to see. Visitors' identification is always checked. Consequently, visitors are closely monitored. All internal doors are fitted with high handles to prevent children leaving the nursery unaccompanied or unauthorised persons gaining access. Children are closely supervised and ratios are well maintained throughout the day. Therefore, significant steps are taken to ensure children are cared for in a safe and secure environment.

The management team have an excellent, secure understanding of their responsibilities for meeting the learning and development requirements. The manager is a very effective leader, setting high aspirations for a high quality nursery. She shares her vision with staff, which means that they all work together exceedingly well as an organised team. Performance management of staff, which includes regular supervision meetings and appraisals is used extremely well to identify their future training needs. This in turn, actively contributes to a highly motivated staff team who are highly skilled. Therefore,

children benefit from high quality standards of care and learning and make rapid progress. The manager efficiently monitors the educational programmes to help ensure that every child is making exceptionally good progress in readiness for school. The staff team's motivation and self-confidence are well developed and they all actively strive towards improving the setting for all children who attend. Self-evaluation includes staff's, parents and children's ideas and ensures areas for improvement are quickly identified. For example, the nursery has achieved a 'green' rating from the local authority quality audit. This clearly demonstrates the provisions capacity to continually improve.

Partnership with parents is very strong and parents enthusiastically comment on the positive support and approachability of all staff. A very informative display board, parent prospectus and regular newsletters ensure that parents are fully informed about all aspects of the nursery. Parent's views are invited through questionnaires and daily discussion with staff keep them informed of children's daily progress and by younger children's parents share comments in the daily diary. The management team has given the utmost priority to develop strong partnerships with other early years providers, in order to share information, in order to complement children's learning, development and welfare. Partnership working with other professionals and agencies is well established and used exceptionally well to identify children's needs to help them make the very best possible progress.

### **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	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

<b>Unique reference number</b>	229083
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	909374
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	53
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Honey Bears Partnership
<b>Date of previous inspection</b>	28/01/2010
<b>Telephone number</b>	0121 382 4355

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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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