

# Inspection of Honey Bears Nursery and Out of School Club

Yenton Primary School, Chester Road, Erdington, Birmingham B24 0ED

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Inspection date: 27 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are clearly happy, feel safe and motivated by what is on offer. The activities provided are often linked to children's favourite books and this captures their curiosity quickly. Children use teabags with water and crockery to make cups of tea. They recall the familiar story and learn about how the water changes colour. This also builds on their prior learning. For example, they have recently found out about light and dark while exploring colours and patterns and looking at famous artists' work. Children show high levels of sustained engagement during activities that are often planned around their interest. For example, children problem solve as they think about how to join boxes to create their model cars and talk about their creations.

Children have a rich range of first-hand experiences to help increase their understanding of the world. For example, children observe the life cycles of animals and insects and take walks to learn about the local community and environment. Children behave well and know it is time to tidy up when they hear a particular piece of music. They talk about their ideas and what they are doing and enjoy their interactions with staff. Children with special educational needs and/or disabilities are supported extremely well. Staff are sensitive to their individual needs and inspire children to learn.

## **What does the early years setting do well and what does it need to do better?**

- Significant progress has been made to address the actions raised at the last inspection. The nursery manager, room managers and out of school care manager, work closely together and use robust systems to monitor staff performance. They now lead a capable and enthusiastic staff team who are passionate about their work with children. Staff speak highly about the direction and coaching they receive from managers to help increase their skills and knowledge. They focus sharply on evaluation of their practice and activities to consider areas for development to ensure the good practice is maintained.
- All staff confidently use children's assessment information to help plan suitable activities and the quality of teaching is good. However, the manager does not make the best use of information collated about children's progress to help identify further areas for development, such as, raising the attainment of boys.
- This ambitious team skilfully combine children's interests, books and the changing seasons to offer creative learning experiences across the curriculum. They focus heavily on encouraging children to learn how to manage their emotions, be independent and resilient. Children learn to respect each other and their own and others' bodies. Staff support children to resolve their own disputes and talk about how they are feeling.
- As children returned after the COVID-19 pandemic, staff swiftly identified that

many children had fallen behind, particularly in their independence, confidence and forming relationships. This has become the focus for staff. They are working with children to close these gaps effectively. Children who speak English as an additional language fell further behind than their peers in their communication and language. Staff are working very closely with these children who benefit from targeted small-group work to help improve their speaking and understanding.

- Partnerships with parents are effective. Parents regularly share information about their children's changing interests, achievements and forthcoming family events. Staff use this information to help recognise the uniqueness of each child and to guide their planning. Parents report they are impressed with the level of information they receive about their children's progress. In addition, parents value the guidance they receive from the professional staff on how they can support their children's learning.
- Staff make mathematics activities available daily and children learn to count, recognise number and problem solve as they play. However, staff do not provide enough opportunities for children to learn about concepts, such as, weight, measurement and grouping objects.
- Children's health and well-being is promoted well. Staff give clear messages to children and their parents about the importance of physical play, good oral hygiene and limiting screen time. Children benefit from healthy and nutritious meals and snacks and know which foods are healthy. They thoroughly enjoy being physical outdoors in the fresh air.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team use robust recruitment procedures to ensure all new staff are of good quality and suitable to work with children. Staff receive a detailed induction so they know about their roles and responsibilities. Their knowledge of child protection and safeguarding procedures is clear and their understanding regularly tested. Staff work effectively with the host school and other agencies to share information and promote children's welfare. The nursery is clean and suitable. Detailed risk assessments are carried out to ensure children are kept safe.

## **What does the setting need to do to improve?**

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

- strengthen the use of information collated about children's progress to help identify more areas for development, such as, raising the attainment of boys even further
- enhance the educational programmes to support children to explore a broader range of concepts and help raise their mathematical achievements.

## Setting details

<b>Unique reference number</b>	EY339042
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10131470
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Honey Bears Partnership
<b>Registered person unique reference number</b>	RP522517
<b>Telephone number</b>	0121 382 5057
<b>Date of previous inspection</b>	6 November 2019

## Information about this early years setting

Honey Bears Nursery and Out of School Club registered in 2016. The nursery opens Monday to Friday, from 7am until 6pm, for 51 weeks. The out-of-school club opens on Monday to Friday, from 7am until 9am and from 3.30pm until 6pm during term time, and from 7am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It employs 18 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one holds a qualification at level 4, thirteen hold a qualification at level 3 and two hold a qualification at level 2.

## Information about this inspection

### Inspector

Parm Sansoyer