

Inspection of Honeybees Nursery, Pre-School and Willand Copse Forest School

Uffculme Road, Willand, Cullompton, Devon EX15 2SA

Inspection date: 7 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are welcomed by caring and friendly staff. Children confidently leave their parents and quickly settle in their room. Children form close friendships with their peers. The effective key-person system enables children to feel safe and secure. Children are happily engaged with the activities provided. For example, babies show great interest in feeling resources with different textures. Staff sensitively talk about what they are doing to introduce new words to the babies' vocabulary. Young children are cared for in two groups, and staff provide good support to help them to develop their independence skills and to learn how to share and take turns. Staff successfully help pre-school children to achieve and develop confidence and self-esteem through hands-on learning experiences in the large outdoor environment. Children's behaviour is very good.

Staff know children well and take account of their interests. For example, pre-school children are fascinated by the increasing number of leaves falling down from the trees. They excitedly run around to try to catch them before they are blown away in a gust of wind or land on the grass. Staff skilfully explain why trees lose their leaves in autumn and encourage children to look at and talk about the differences in the structure of the leaves. There is lots of laughter and enjoyment.

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

- Significant improvements have been made since the last inspection. Enthusiastic staff work well together to provide children with new experiences and opportunities. There is a good focus on developing children's personal, social and emotional skills. Staff are very good role models and encourage children to show respect to each other, their toys and nature.
- The owner supports staff to further develop their knowledge and skills. However, due to recent changes in management, some staff are new to their post. As a result, staff with responsibilities for the day-to-day operation of the setting's special educational needs policy, and those with management duties, have not yet fully acquired the necessary skills to meet the increased responsibilities of their new positions.
- Staff make regular observations of children as they learn through their play. They take photographs to share with parents, using a secure online software programme. Staff make accurate assessments of what children know and can do.
- Staff plan a suitably challenging curriculum. However, occasionally, they do not fully implement the curriculum to ensure that all children are interested and engaged in their learning at all times. As a result, some children do not learn as much as they could.
- Children enjoy the meals provided by the cheerful cook. All dietary needs are

catered for, and staff ensure mealtimes are happy social occasions. Babies and toddlers are encouraged to learn how to feed themselves. Pre-school children confidently wash their own plates and cups. This helps to build children's independence skills.

- Staff develop children's communication and language skills effectively. They read books, sing rhymes and tell stories to introduce new words. Older children are confident to talk about what they are doing and join in with lively chat about their play.
- There is a good focus to build children's physical growth and strength. For example, staff encourage young children to take turns to climb up and walk across a wooden plank supported by tyres at either end. Staff help children to move across in different ways and praise them on their achievement. This helps to develop children's coordination, balance and confidence.
- Partnerships with parents are very good. They comment that the children are very happy at the setting. Parents enjoy the opportunities to visit the nursery and are invited to join in with special occasions.
- Children have good attitudes to their learning. They are curious and keen to take part in activities. For example, pre-school children are eager to make dens outside. They learn how to squeeze and move the toggle cord lock. They are pleased with their success to open the canvas bag and take out the pegs. Staff skilfully extend the activity to explain how and why to use the pegs to secure the ground sheet in place. Staff and children happily use the den together.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safeguarding training. They have good knowledge of the indicators of potential abuse or neglect. They understand the procedures to follow if they have any concerns about a child or staff's behaviour. Staff know to whom they must report concerns. Staff recruitment is robust. The owner follows effective procedures to ensure that staff are suitable to work with children. Staff complete risk assessment checks for inside and out. They know how to identify hazards and what they can do to minimise risk. Staff help children to develop the skills they need to keep themselves safe as they play.

What does the setting need to do to improve?

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

- support staff to fully implement the curriculum to ensure all children are interested and engaged in their learning at all times
- continue to strengthen the monitoring, support and coaching of staff, in particular those with responsibilities for the day-to-day operation of the setting's special educational needs policy and those with management responsibilities.

Setting details

Unique reference number	2591660
Local authority	Devon
Inspection number	10248091
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 at time of inspection	0 to 4
Total number of places	59
Number of children on roll	63
Name of registered person	Kiddi Galore Limited
Registered person unique reference number	RP907212
Telephone number	01884 798150
Date of previous inspection	27 June 2022

Information about this early years setting

Honeybees Nursery, Pre-School and Willand Copse Forest School registered in 2020 and operates from a site outside of the town of Cullompton, in Devon. It opens from 7.30am to 6pm, each weekday, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are eight staff employed to work with children, all of whom hold qualifications at level 2 or 3.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- The owner and the inspector completed a learning walk together to look at how staff plan the curriculum to meet children's needs and development.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The owner and the inspector evaluated an activity together.
- The inspector spoke to parents to get their views about the setting.
- The inspector spoke to staff and children at appropriate times.
- The inspector looked at a range of documents, including some relating to the suitability of those working with children.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

We carried out this inspection 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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