

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

Uffculme Road, Willand, Cullompton, Devon EX15 2SA

Inspection date: 22 July 2024

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

Leaders have worked hard since the last inspection to implement changes that have brought about improvement in the design and implementation of the curriculum. As a result, children now flourish and thrive in this welcoming and friendly setting. Staff provide an ambitious curriculum that is well sequenced and successfully challenges children. Leaders and staff have a clear focus on developing children's independence, resilience and self-esteem. This successfully prepares them for future learning, including moving on to school. For example, even some of the youngest children are adept at finding what they need for outside play. They put on shoes or change into boots with very little support. When they need help, children are confident to ask, but always have a go first, demonstrating a 'can-do' attitude.

Staff know all children well and have high expectations for them. They provide support and promote their learning and interests well through positive interactions and guidance. Staff are good role models. They show children respect when carrying out duties, such as applying sun screen and actively listen when children speak to them. As a result, children follow staff's lead and are respectful and kind towards one another and the staff who care for them. Children's behaviour is good.

Leaders and staff work very well with parents to ensure that they understand and can meet children's needs. Overall, parents report very positively on the good communication with staff and how well they know and support their children to make good progress.

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

- Staff's interactions and support for children to develop good communication and language skills is a key strength at the setting. Staff encourage the children well to listen, understand and communicate their thoughts, needs and ideas. This helps children to develop a wide vocabulary.
- Children develop a love of books and stories. Staff use books well to get children talking because they introduce vocabulary to enable children to talk about their observations and ask questions. For example, children identify a hermit crab and excitedly demonstrate how they walk sideways. They correctly identify features of a walrus and tell staff that the tusks are what makes it special.
- Younger toddlers are confident and demonstrate high levels of self-esteem. They communicate well, using three- and four-word sentences. Staff build on children's vocabulary by giving them choices, for example apple or pear. They comment on activities to highlight specific vocabulary and use signs alongside words to support children's understanding.
- Staff support children well by providing varied opportunities to build on what

they already know and can do. The pre-school children recall previous learning experiences and name the five senses. When playing with the older toddlers, staff aid children's understanding by giving meaning to new words. For instance they introduce the concepts of 'scoop' and 'sprinkle' as they pretend to make ice cream. This supports children's understanding.

- At times, the grouping of children and routines are not always conducive to help them focus and benefit fully from the learning opportunities. For example, during an active story time with toddlers and pre-school children, some of the younger children struggle to concentrate on the story, choosing to roll on the carpet rather than sit up and listen. In addition, staff take children away to wash their hands ready for lunch, resulting in children becoming further distracted.
- Staff support children to develop healthy lifestyles. Children benefit from lots of outdoor learning and physical play and have many opportunities to run and climb in the vast open space of the nursery garden. They learn about and understand the importance of good oral hygiene, and talk about healthy and unhealthy foods.
- Leaders monitor staff's practice and, alongside the local authority, provide support and training to develop and increase staff's knowledge, understanding and skills. Leaders value and nurture staff's well-being. Staff confirm that they feel valued and well supported.
- Leaders work with parents to identify how they can improve the setting further. They implement changes to strengthen their partnerships with parents, such as introducing coffee evenings where they explore a range of child-related topics with parents and staff and parents share information and ideas.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- organise the grouping of children and routines better to ensure that children can focus and concentrate to consistently benefit fully from the learning opportunities provided.

Setting details

Unique reference number	2591660
Local authority	Devon
Inspection number	10339980
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	75
Number of children on roll	65
Name of registered person	Kiddi Galore Limited
Registered person unique reference number	RP907212
Telephone number	01884 798150
Date of previous inspection	27 February 2024

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. There are ten staff employed to work with children, seven of whom hold relevant childcare qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they intend children to learn.
- The inspector spoke to parents and took their views into account.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector looked at a sample of key documentation.

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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