

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

Uffculme Road, Willand, Cullompton, Devon EX15 2SA

Inspection date: 27 February 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The nominated individual (NI) does not implement risk assessment procedures effectively to promote children's safety. The main front door is not secure to prevent unauthorised persons from entering the nursery. This compromises children's safety. The manager and staff do not ensure the children's indoor environment is warm enough and children indicate they are cold. Staff do not follow the medication policy and procedure and this puts children's health at risk. Furthermore, they do not adequately supervise children while they eat, which means they are not able to respond swiftly should a child choke on their food.

Key persons do not tailor every child's care to meet their needs and this impacts on the quality of education they receive. Systems to inform parents who their child's key person is are ineffective. In addition, staff do not support all children to positively manage their behaviour. For example, children do not learn how to play cooperatively with each other or understand the impact their behaviour has on others. Despite this, some children show they develop warm relationships with staff as they run towards them for a hug when they arrive at the nursery.

There is not an ambitious curriculum for all children. Staff do not adequately support all children in their communication and language skills, to improve their listening, understanding, and speaking. Furthermore, staff do not inspire all children to learn. For example, younger toddlers play with oats because the children in the older toddler room play with oats. Staff do not offer this experience to the younger toddlers based on their interests or to motivate them to learn. They do not provide a curriculum that challenges all children and they do not make enough progress.

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

- The NI implements ineffective procedures for assessing risks and does not ensure children are safe. Despite using sandbags propped against the door to prevent unauthorised individuals from entering, significant risks still remain. This is because the door is still accessible from the outside and the setting is located off a busy road. In addition, despite the NI making arrangements for staff to monitor the front door, this is not effective as staff are busy elsewhere caring for children. During the inspection, the NI did put in place interim measures to temporarily reduce the risk by using additional sandbags while she awaits for an engineer to attend.
- Leaders do not ensure the premises remain fit for purpose and are suitable, with particular regard to ensuring all indoor play areas are warm enough for the children to use. Staff do not regulate the temperature in the pre-school room to ensure children are warm enough. This significantly impacts on their welfare and

ability to learn. For example, pre-school-age children visibly shiver throughout the morning because they are so cold, despite having their coats on. Children repeatedly tell the manager and staff 'I am cold' and they struggle to concentrate.

- Staff do not record each time children receive medication, as required. For example, medication administered to children by staff in the week prior to the inspection was not recorded. Leaders fail to recognise the importance of recording children's administered medication to protect them.
- Staff do not ensure children are adequately supervised while they eat, so they can take swift and appropriate action should a child choke. For example, toddlers eat unsupervised while staff carry out other jobs, such as putting other children's coats on. While staff are in the same room as the children, they have their backs to the children while they continue to eat their snacks at the table. At other times, toddlers sit on chairs facing away from staff while eating their lunch.
- Staff do not implement an effective key-person system. As a result, they are not tailoring children's care to meet their needs or building effective enough relationships with parents. Staff do not ensure all parents know who their child's key person is to enable them to share pertinent information. This impacts on the relationship parents have with staff and affects how well staff are able to help children become settled within the setting. For example, staff do not provide all their key children with the emotional support they require. This results in some children showing low levels of well-being. Due to other demands on their time, key persons do not always have sufficient opportunities to play alongside their key children to help them interact with others confidently and positively.
- Staff do not have the necessary skills to manage children's behaviour effectively. For example, the toddler room is very noisy and, at times, chaotic. Toddlers and pre-school-age children in the room repeatedly snatch toys from each other and struggle to share. Staff do not do enough to minimise these conflicts. High noise levels mean that staff do not always notice these disputes in sufficient time to prevent incidents from occurring and, mostly, intervene after the event. Staff do not consistently explain to children why their behaviour is not appropriate or the impact it has on other children.
- Staff do not provide an ambitious curriculum that supports toddler's and pre-school-aged children's communication and language skills. As part of their curriculum, they do not deliver consistent opportunities for children to improve their listening and speaking skills. For example, staff give children instructions but talk over children's heads. Toddlers and pre-school-age children in the older toddler room do not hear or acknowledge these instructions. At other times, staff speak very quickly or use complex sentences with children. These toddlers and pre-school-aged children do not show an understanding of what staff say and do not reply.
- Staff do not provide learning experiences that motivate and inspire toddlers and pre-school-age children to learn, to build on what they know and can do and need to learn next. For example, toddlers often wander around the room or flit between activities. Some struggle to engage in group activities, such as story times and roll around on the floor. Pre-school-age children tell staff 'I am bored'

during an activity. Staff do not encourage children's curiosity or help them to engage in sustained play to enhance their learning.

- Staff working with babies show some understanding of how to support their development. They provide opportunities for babies to climb on soft-play resources. Babies strengthen their core and develop their balancing skills when learning to walk. Some children demonstrate how they are gaining independence, such as when they find a paper towel to clean up a spillage for themselves or try to put their own coat on.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

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

	Due date
improve the procedures for assessing risks and ensure that children are kept safe and their well-being is maintained at all times	28/02/2024
ensure the premises remain fit for purpose and are suitable, with particular regard to ensuring all play areas are warm enough for the children to use	28/02/2024
ensure staff understand and follow the medication policy and procedure and keep a written record of all medications administered, to promote children's good health	28/02/2024
ensure children are adequately supervised while they eat so that staff are on hand to respond swiftly should a child be at risk of choking	28/02/2024

implement an effective key-person system to ensure children's care is tailored to meet their needs and to build effective relationships with parents	12/03/2024
ensure staff have the necessary skills to manage children's behaviour effectively.	12/03/2024

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

	Due date
implement an ambitious curriculum that supports toddler's and pre-school-aged children's communication and language skills	09/04/2024
provide learning experiences that motivate and inspire toddlers and pre-school-aged children to learn, to build on what they already know and can do and need to learn next.	09/04/2024

Setting details

Unique reference number	2591660
Local authority	Devon
Inspection number	10334453
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	1 to 4
Total number of places	59
Number of children on roll	62
Name of registered person	Kiddi Galore Limited
Registered person unique reference number	RP907212
Telephone number	01884 798150
Date of previous inspection	2 October 2023

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 10 staff employed to work with children, 7 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

Jemma Honey

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated 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 spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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