

# The Hunny Hive Day Nursery

74 Hallam Fields Road, Birstall, LEICESTER, LE4 3NS



## Inspection date

3 November 2017

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Good

2

Outcomes for children

Good

2

## Summary of key findings for parents

### This provision is good

- Staff are highly effective in helping children form strong emotional attachments. They continually boost children's self-esteem by praising their effort and achievements. Staff provide highly sensitive care for children, which is tailored to their needs. Parents and carers praise the high level of support the key person provides when children are new.
- There are very strong partnerships with parents and carers. Staff provide detailed information, so parents and carers are kept up to date with their child's progress. Staff share very useful ideas of how parents and carers can support learning at home. Information is displayed so parents and carers know who staff are and their role. Parents and carers express high levels of satisfaction.
- Staff are deployed well. They plan and provide a high stimulating, attractive, well organised and resourced environment, both indoors and outdoors. Children of all ages thoroughly enjoy exploring and investigating the toys and resources.
- Children participate in an excellent range of activities that help them to learn about keeping safe. For example, the pre-school children carry out their own risk assessment of the premises. Children play with a range of different equipment on the challenge table to take safe risks.

### It is not yet outstanding because:

- Staff do not make the best possible use of information about children's learning to always prioritise where they need the most support.
- On occasion, staff do not give children enough opportunity to contribute to conversations and develop their speaking skills.

## What the setting needs to do to improve further

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

- make best use of the way information gathered through observations is used to prioritise the next steps in learning for all children
- provide children with more opportunities to express themselves and enhance their speaking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff at appropriate times during the inspection.
- The inspector completed joint observations with the manager, a senior manager and a director.
- The inspector held a meeting with the manager, senior managers and directors. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector discussed the procedures for monitoring and evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and took account of their views.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of the leadership and management is good

The highly skilled and experienced senior management team is committed to providing the highest-quality care. They undertake rigorous and frequent monitoring of the practice to identify challenging targets for improvement. They analyse detailed information about children's progress to identify any potential delays in learning. Safeguarding is effective. Staff undergo regular training in child protection and managers test them on their understanding to ensure it is secure. As a result, staff have a detailed knowledge of child protection issues. The premises are secure and staff supervise children to ensure their safety. There is thorough monitoring of accidents to identify any issues with the risk assessment. There are robust procedures in place to establish the suitability of staff. There is well established information sharing with other settings that children attend.

### Quality of teaching, learning and assessment is good

Staff receive very-good quality training to develop their teaching practice. For example, staff in the pre-school room have recently completed training in supporting children's literacy skills. As a result, the children participate in a skilfully delivered listening activity. Staff provide a strong focus on helping children to develop the skills they need for their future learning. Staff in the toddler room read stories with enthusiasm and interest. Children become engrossed and recognise repeated phrases. They join in with the words and actions to familiar songs. Babies enjoy exploring how toys work. They are encouraged to move around their room, which helps to contribute towards their physical development. Staff gather detailed information from parents and carers about children's learning when they first start to quickly identify children's starting points.

### Personal development, behaviour and welfare are good

Children are extremely happy and confident and demonstrate great independence. Staff are always highly positive in their interactions with children. Children's behaviour is exemplary. Staff skilfully praise children's efforts and boost their self-esteem. Children enjoy freshly prepared balanced and nutritious meals. Children's dietary needs are carefully incorporated and there are well-established systems to manage babies' bottles. Children learn about keeping themselves healthy. They experience an excellent range of activities. For example, staff read a fun story about the importance of hand washing. Older children recognise terms, such as hydration, and talk about the various effects of exercise on the body. Staff provide a wealth of useful information for parents and carers to provide consistent support for children's health and development.

### Outcomes for children are good

All children make good or very-good progress in their learning and development. They demonstrate high levels of independence and are extremely confident in exploring their environment. For example, babies move the toys around so that they can extend their own play. Children are very eager to join in with activities and play. They have high levels of concentration. Children are developing the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY539726
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1116699
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	96
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	The Hunny Pot Day Nursery Limited
<b>Registered person unique reference number</b>	RP911028
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07866548936

The Hunny Hive Day Nursery registered in 2016. The nursery employs 20 members of childcare staff, 14 of whom hold appropriate early years qualifications including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

