

# Inspection of Honey Bees Pavilion

Enderby Cricket Pavilion, Mill Lane, Enderby, Leicester LE19 4NW

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Inspection date: 22 March 2022

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

### **The provision is good**

Children are greeted warmly by staff. Due to COVID-19, parents do not enter the pre-school. Staff give cuddles to children who are upset when they arrive, helping them to settle quickly. Older children independently take part in a self-registration task. They recognise their names and photo on cards, placing them on a board to signal they are present that day. This gives children a sense of belonging at the playgroup. Children show high levels of engagement in activities. They work together to make a 'road' for cars using pipes. Staff encourage them to discuss whose car went the furthest. Children lie on blankets in the garden, basking in the sun whilst looking at books. They cheerfully engage staff in their play. For example, children use their imagination as they play in the outdoor sandpit. They hand staff a baking tray filled with sand, saying 'I made sand cakes'.

Children have strong relationships with staff. They excitedly shout 'hello' and wave frantically to staff as they arrive. Children engage visitors into their play. For example, they give them a hula hoop, saying 'you' and encourage them to use it. Children learn to be independent from a young age. Staff show them how to pour their own drinks at snack time. Children learn how to keep safe as they climb steps. Staff teach them to take 'one step at a time' so as not to fall over.

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

- Staff know children and families well. They use what they know about children to implement a curriculum that includes children's interests. Staff plan a variety of experiences covering the seven areas of learning. This allows children to make good progress. For example, staff engage older children to count toy tractors. Staff start by saying 'one' with children following on confidently, counting up to five. Younger children use different styles of pens to draw with. Staff initiate conversations by asking questions such as 'what are you drawing'. This supports children's communication skills and creativity.
- Staff identify gaps in children's development and share this information with parents. The manager uses additional funding appropriately to support children's learning. For example, she purchased story sacks to support children's language development. Staff work with other professionals involved with children. Staff implement support plans that enable all children to make progress in their learning.
- Staff introduce new skills to children. For example, staff enhance a water activity by adding different tools for children to experiment with. Staff teach children to use juicers to squeeze fresh fruit. Children develop their physical skills using blunt safety knives to chop fruit. However, staff do not discuss or show children how to chop fruit and use knives appropriately. This means children do not learn how to use tools safely.

- Children take part in daily planned group activities. During the morning session, children and staff come together to sing a 'welcome song'. Older children happily take part, waving to their friends as they take it in turns to say hello. Planned story sessions are disorganised. Staff do not adapt their practice to suit the varying ages of the children. Younger children become disengaged quickly and wander off to play.
- Overall children behave well. Older children follow instructions. For example, they understand that it is time to tidy up when a certain song is playing. Younger children are supported to learn these expectations. Staff act swiftly to support children who struggle to regulate their behaviour. They talk appropriately to them, helping them to understand what they have done.
- Parents report staff are 'amazing' and are happy with the pre-school. Staff give them daily feedback on their children's progress and share pictures of what they do. Parents say their children's social skills have improved.
- The manager has recently developed new practices in regards to how staff assess children's progress. She has reduced the amount of paperwork expected from staff to allow them more quality time with the children. The manager has regular one to one meetings with staff where they reflect on their practice. Staff access training, allowing them to enhance and refresh their knowledge. For example, a new deputy is completing in-depth safeguarding training so she can support staff. The manager has strong relationships with staff and they report they feel supported in their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager has good safeguarding knowledge in her role as designated safeguarding lead. She knows how she can guide and support staff if they have concerns. Staff are alert to the different types of abuse, including the 'Prevent' duty. They are aware of who to report concerns to regarding children or staff. This knowledge helps them to keep children safe from potential harm. Staff complete regular visual risk assessments of the environment and supervise children at all times. The manager works closely with the director. They complete relevant suitability checks on staff working with the children.

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

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

- provide children with explanations of how to identify potential hazards and use tools safely
- help staff to consider how they plan group times to take into consideration the different age ranges of children, so that they are all equally engaged.

## Setting details

<b>Unique reference number</b>	EY340714
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064464
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Honey Bees Limited
<b>Registered person unique reference number</b>	RP526481
<b>Telephone number</b>	07815 549143
<b>Date of previous inspection</b>	1 July 2015

## Information about this early years setting

Honey Bees Pavilion is based in Enderby, Leicestershire. The pre-school was registered in 2006. The pre-school employs six members of staff. One holds an appropriate early years qualifications at level 5, three at level three and one at level 2. The pre-school opens from Monday to Friday term time only. Sessions are from 08:30am to 15.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents and staff shared their views with the inspector during the inspection.
- The inspector carried out a joint observations on an activity with the manager.
- The inspector observed the quality of education being provided in playgroup and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- A sample of relevant documentation was viewed by the inspector including staff recruitment files and two-year checks.

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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