Busy Bees Day Nursery
at Gillingham Brompton
Khartoum Road, Gillingham, Kent ME7 5AX

Inspection date: 21 January 2019
Previous inspection date: 17 December 2015

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>Previous inspection:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of leadership and management</td>
<td>Outstanding</td>
<td>Good</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Outstanding</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Outstanding</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Outcomes for children</td>
<td>Outstanding</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Summary of key findings for parents

This provision is outstanding

- The manager is an inspiring and dedicated leader. She works very closely with the management team to ensure her impressive drive for improvement reflects in all aspects of the nursery. They lead an extremely strong and enthusiastic staff team that works exceptionally hard to maintain the high quality of practice.
- Staff are superb teachers. They have an excellent knowledge of children's interests and abilities. Staff are extremely skilled at using this knowledge to provide inspiring and challenging experiences that focus on supporting children's learning. Children flourish and are given every opportunity to develop and progress.
- Staff provide a highly impressive, welcoming and calm environment. Children develop extremely strong attachments with staff from the start. Staff are especially caring, attentive and nurturing. They are highly skilled at recognising situations when children and families may need extra support. Parents comment on the 'fantastic' and 'brilliant' staff team that offers families 'endless support and advice'.
- Staff maintain excellent partnerships with parents and other professionals. Highly effective communication and sharing of information help to support an exceedingly positive shared approach to children’s care and learning.
- Children are highly respected and listened to. They show exceptionally high levels of confidence and are developing impressive social skills.
What the setting needs to do to improve further

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

- review the implementation of the planned changes to the daily routine to provide older children with even greater opportunities to further develop their already outstanding self-care skills.

Inspection activities

- The inspector viewed interactions between the staff and children in the inside space and outdoor environment.
- The inspector held a discussion with the setting's special educational needs coordinator about how they support individual children's development.
- The inspector carried out a joint observation with the manager to focus on staff and child interactions.
- The inspector spoke to parents about aspects of the nursery and considered their views.
- The inspector viewed a range of documentation, including children's development records and staff information.

Inspector
Amanda Vidler
Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. There is a culture of vigilance across the setting and children's welfare are at the heart of nursery practice. The manager ensures all staff are extremely confident of their role in recognising any concerns. There are very effective processes in place to ensure children are protected and kept safe. The manager uses highly impressive systems to continually monitor staff practice. Staff have unlimited opportunities to further develop their excellent skills, for example through attending relevant training. They make excellent use of knowledge gained from training and as a result, they meticulously recognise how children's individual situations can trigger different behaviours. This has helped staff to be highly skilled at offering relevant support at the earliest opportunity. The manager maintains a comprehensive process of working with others to help her precisely evaluate what works well and target areas for improvement.

Quality of teaching, learning and assessment is outstanding

Staff maintain a highly reflective monitoring and tracking process which helps them recognise children's achievements and where extra support may be required. They work exceptionally well to plan highly effective individual targets in order to support children's progression. Staff skilfully enrich children's experiences. For example, babies show curiosity as they are encouraged to explore resources inside a bag. They pull out small instruments and use their developing grip to hold them in their hands. Staff demonstrate how to shake maracas. Babies quickly start to copy the staff's actions and squeal with excitement as they make sounds. As older children go outside on a cold day, staff use exceptionally well-considered questions to extend children's interest in the ice. Children show a highly impressive understanding of the world as they talk about the ice being water and that the staff member's hand is 'warm' so it would 'melt' the ice.

Personal development, behaviour and welfare are outstanding

Children are learning to be highly effective in managing their own behaviour and different situations. From a young age, children show high levels of cooperation and respect. For example, they politely ask their friends if they can have a turn with other toys. The children share toys immediately and say thank you to their friends. Staff provide children with a highly impressive opportunities to learn about risk and how to keep themselves safe. For instance, children show confidence and pride as they help staff to check for risks in the garden. They use their excellent early writing skills as they check off hazards on their clipboards. The manager plans to review the daily routine to develop further opportunities for older children to develop their excellent self-care skills.

Outcomes for children are outstanding

Children thrive. They are extremely enthusiastic learners who develop from their starting points and meet individualised targets for progression. Children learn highly impressive life skills. For example, at mealtimes young children show exceptionally strong skills as they take their empty plates to the staff and independently turn on taps and use soap to wash their hands. Older children talk about the importance of using soap to keep clean as if they 'get germs', they will 'be poorly'.
Busy Bees Day Nursery at Gillingham Brompton registered in 2014 and is based in Gillingham, Kent. The nursery opens each weekday from 8am until 6pm all year round. It employs 27 members of staff. The manager holds appropriate early years qualifications at level 4, one staff member holds a relevant qualification at level 6, and 20 staff hold qualifications at level 2 or 3. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2019