

Inspection of Busy Bees Day Nursery at Haywards Heath

Southdown Park, Haywards Heath, West Sussex RH16 4SL

Inspection date: 16 December 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely well settled, happy and secure within this warm and nurturing setting. Staff have very high expectations for all children and ensure that they benefit from a highly engaging and exciting environment. They take part in a range of activities that link to their interests and individual stages of development. For example, younger children explored a large tray of flour with extreme excitement. They enjoyed feeling the texture of the flour and laughed with delight as they threw it up in the air and pretended it was snow. Children are inquisitive learners and enjoy working out how things work. For example, older children worked together to break and melt large blocks of ice to reveal what had been hidden inside. Even from a young age, children display a real love for books. They happily take themselves off to the book corner and explore the different pages within their favourite story. Although they are young and some do not have many recognisable words, they sit extremely content, babbling away while turning the pages.

Children's independence skills are highly impressive, especially in those who are older and getting ready to move on to school. They have a secure understanding of their responsibilities to look after their environment and take care of themselves. For example, after having great fun exploring flour and creating snowstorms, children gathered their dustpans and brushes and began to tidy away their mess. Children's behaviour is impeccable. They show continuous care and thoughtfulness for all of their friends and have strong relationships with each other and all of the staff.

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

- The management and staff team are exceptionally passionate about their roles in supporting children's learning and development. Staff provide children with extremely rich educational experiences across all areas of the curriculum. The quality of teaching is exemplary. Staff seize every opportunity to extend children's learning to ensure that every child makes the best possible progress. Staff monitor children's progress meticulously and act promptly to identify weaker areas in children's learning and development.
- Children's emotional well-being is supported exceptionally well. The attachment between each child and their key person is undeniably strong. Staff know every detail of their children's routines, interests and next steps. They always know exactly how to engage children and promote their learning.
- Partnerships with parents are extremely strong. Staff ensure that they involve parents in all aspects of their children's care and learning. For example, staff send home activity ideas for parents to do at home with their children. This is celebrated enthusiastically within the setting and photographs and artwork are

displayed in the children's base rooms. During the inspection, parents were highly complimentary as they described the exceptional care their children receive and the 'home-from-home' environment that staff provide.

- Self-evaluation is highly reflective. The continuous drive for excellence is evident in the staff's attitudes and commitment to providing the highest level of teaching. The introduction of the pre-school academy, a separate area for those due to move to school, has had a positive impact on children's learning experiences and prepares them exceptionally well for the move. As well as all of the aspects of the pre-school environment, there are additional resources to help promote the practical development of phonics, letters, counting and early science.
- Staff shower babies with constant cuddles and affection, which they receive with delight and respond with endless smiles. The environment that staff create is extremely heart-warming. Babies' routines are adhered to at all times. For example, their key person settles them down to sleep as they would be at home.
- Children have regular access to the exciting outdoor area. There is a variety of bicycles and tricycles that children confidently race around on and practise their physical skills. Older children enjoy using magnifying glasses and search for bugs, while other children spend long periods of time building structures out of large foam bricks. Staff facilitate children's play and learning excellently. They stand back and observe while children work impressively as a team and discuss their ideas. Staff ask thought-provoking questions such as 'how are these bricks going to balance?' Further extension provides sensory opportunities for children to explore, for example, they enjoyed mixing sand and water to make cement.
- Older children have excellent opportunities to develop their early writing skills and understanding of literacy. In all areas of the environment there are clipboards, paper, pens and pencils, recipe cards and other items which enable children to make marks and use print within their play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of safeguarding procedures. They know exactly how to monitor and report any concerns they may have and their responsibility to keep children safe. The manager places high regard towards safeguarding. She ensures that all staff receive regular training on the current guidelines and legislation. In addition to training, safeguarding procedures and practice are a key point of discussion during staff meetings and supervision sessions. Risk assessments of the environment are highly effective. Staff regularly check the indoor and outdoor environments to ensure children can play safely. Recruitment and retention procedures are robust and ensure the ongoing suitability of all staff.

Setting details

Unique reference number	EY486759
Local authority	West Sussex
Inspection number	10128641
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	75
Number of children on roll	99
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01444 448154
Date of previous inspection	2 June 2016

Information about this early years setting

Busy Bees Day Nursery at Haywards Heath registered in 2015 and operates from six rooms in a purpose-built building in Haywards Heath, West Sussex. The setting is open each weekday from 7.30am to 6pm for 52 weeks of the year. There are 22 members of staff, 18 of whom hold appropriate early years qualifications. The setting provides free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Hannah Barter

Inspection activities

- The manager took the inspector on a learning walk through all areas of the indoor and outdoor environments. She explained how staff organise the areas and how learning opportunities are created.
- The inspector observed the quality of teaching, activities and interactions between all staff and children throughout the inspection.
- The manager took part in a joint observation with the inspector.
- The inspector spoke to a number of parents and read a range of written feedback to gain their views on the setting and staff.
- The inspector held discussions with managers, staff and children at appropriate times during the inspection.

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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