

# Inspection of Busy Bees Day Nursery at York

Eccles Close, Rawcliffe, York YO30 5XJ

---

Inspection date: 14 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

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**

The atmosphere at this nursery is calm, positive and uplifting. Staff put children at the heart of everything that they do. They place high priority on the importance of building firm foundations for learning. They support children to form close and trusting relationships, helping to promote children's feelings of safety and security. Staff are friendly, welcoming and nurturing as they care for children. Managers and senior staff have worked hard to make the learning environments warm, inviting and stimulating. Children can choose what they want to play with easily and are very proud to see their work displayed.

Children appear happy and settled and are motivated to learn. With reassurance and support from staff, they learn to take turns and enjoy playing alongside each other. For example, babies delight in fitting different shapes and blocks together, and laugh out loud when they come down the slide by themselves. Staff have the highest expectations of how children behave and of what they can do and achieve. Staff are excellent role models and consistently promote good manners. This is reflected in what the children say to them and to each other.

Staff have an extremely detailed understanding of child development. This impressive knowledge runs right through the nursery and forms the basis of the wide range of high-quality activities offered to all children.

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

- Children thrive at this nursery and make rapid progress. Managers and staff put together a rich and inspirational programme of learning experiences. They skilfully take into account children's individual needs and ever-changing interests. Staff regularly watch what the children do and achieve, noting down anything that is new or challenging. Activities are plentiful and provide children with opportunities to learn about the world around them. Older children are very excited to gaze at photographs in the 'big books' in their play areas. They happily remember when the police officers came to visit or when they planted herbs in the garden.
- Staff interactions are excellent. They use exactly the right questions and talk to children consistently about what they are doing. This helps children to hear new words and to express themselves. Staff share stories and rhymes, using different voices and facial expressions to keep children interested. Staff praise children well for their efforts. Children's behaviour is exemplary, given their age and stage of development.
- Staff are deeply caring and purposeful in what they do. They think carefully about the nursery's routines and work well with parents, before their children even start at the nursery. As a result, children settle in exceptionally well.

- Managers have a firm vision for the nursery, where each child can reach their full potential. They are proactive, committed and work well together as a team. The key-person system is well established. Staff regularly share with managers the excellent progress children are making. Staff are enthusiastic and highly dedicated, always putting children first.
- Partnerships with parents are professional and very effective. Staff regularly share with parents what their children do and how they are progressing. Parents contribute to their children's learning by filling in 'wow' moments for things that their children do for the first time at home. Parents comment very favourably about the nursery and staff, feeding back through discussion and questionnaires. They say how their children enjoyed learning about space rockets and watching film clips of real-life rocket launches.
- Managers actively promote opportunities for staff to further develop their already secure skills. They discuss the newly gained knowledge at regular support meetings. Staff expertly apply what they have learned to their everyday practice. This means that children get the best teaching and support available, to help them to develop and progress even further.
- Children eat healthy and nutritious, home-cooked food. Staff skilfully use mealtimes as learning opportunities, as well as a social occasion. For example, children describe broccoli as 'little trees'. Staff are acutely aware of when children need a cuddle, rest or sleep. Children's physical and emotional needs are extremely well met. Staff work well with other professionals to help children with special educational needs and/or disabilities. This ensures that they continue to get the highest level of support.
- Staff value the importance of outdoor play, where children regularly become absorbed in their play. For example, they enjoy the freedom and independence of being able to run around or step along carefully placed wooden planks, as part of a game. Children learn to take risks in a safe environment and are becoming confident learners.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure that the staff's safeguarding training is up to date and know why it is important to protect children from extreme views and behaviours. Staff have a very secure knowledge of safeguarding procedures and fully understand what to do if they have a concern about a child's welfare, another member of staff or the manager. The play environments, both inside and outside, are securely maintained. Staff pay very careful attention to any potential dangers while the children are playing, and during activities and routines. This enables children to be consistently kept safe from harm.

## Setting details

<b>Unique reference number</b>	512461
<b>Local authority</b>	York
<b>Inspection number</b>	10131565
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	147
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01904 674 762
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

Busy Bees Day Nursery at York registered in 2001. The nursery employs 22 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold level 5, eight hold level 3 and one holds level 2. 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.

## Information about this inspection

### Inspector

Lois Wiseman

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the managers.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020