

# Inspection of Busy Bees Day Nursery at Preston Bamber Bridge

School Lane, Bamber Bridge, Preston, Lancashire PR5 6QE

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Inspection date: 15 January 2020

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

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are at the heart of everything that this exceptional nursery provides. Each child is recognised as a unique individual and their interests are incorporated into their learning in an exceptional way. The leaders and their staff team have the highest aspirations for all children and what children can achieve. This is also reflected in the exceptional support networks for both staff and parents. Children thrive because they are happy, safe and secure. They find their wonderful learning environment irresistibly exciting. Staff engage with children very effectively and children become curious, confident and resilient learners. All children make exceptional progress throughout the nursery. They are extremely well equipped to move on to the next stage of their learning. Children are exceptionally well behaved. They are polite and courteous. They share resources well and play happily with and alongside each other. Staff's positive interactions promote children's self-esteem and confidence exceptionally well. Parents and carers hold the nursery in the highest regard. They have the utmost confidence in the leader and her staff team. Parents typically comment, 'There is a genuine level of care and love for each child in the nursery. Staff go above and beyond in helping us.' The local authority uses Busy Bees at Preston Bamber Bridge as a model of inspirational practice for other nurseries to visit. In particular, the exceptional organisation of the learning environment throughout the nursery. Children relish the time they spend indoors and outdoors, where every aspect of their learning is catered for.

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

- Leaders have high expectations of the staff and their well-being is paramount. They ensure that individualised professional development opportunities are available. Staff embrace the opportunity to access the online programmes to develop their already strong professional knowledge further. The staff speak very highly of the mentoring and coaching they receive from the strong leadership team.
- The leadership team ensures that strong systems are in place to track children's progress. Staff work in partnership with parents and share observations and reports of children's progress on a daily basis. Staff quickly identify any gaps in children's development. They act quickly to narrow these with sharply focused activities and work closely with outside agencies. All children make rapid progress from their starting points, including children with special educational needs and/or disabilities.
- The staff build on children's learning. They constantly add new language into the children's play to ensure that they are extending their vocabulary at all times. Children are enthralled during the 'what's in the box?' activity and eagerly wait with anticipation to see what could be inside. Staff extend children's learning

and interests exceptionally well. For example, younger children wake up after their afternoon nap to see the room transformed into a dinosaur world. They cannot contain themselves with excitement when they find the dinosaur skin and the numbered footprints.

- The leaders and staff team have a vast amount of experience in early years and skilfully provide children with a rich, varied and challenging curriculum. The activities are exceptionally well planned around the interests of the children. Children are highly engaged and active learners. They enthusiastically engage in meaningful discussions with staff as they take part in thought-provoking activities linked to their health and well-being. For example, pre-school children learn about the parts of the body using 'Bobby' the skeleton. They explore the x-ray images positioned for best effect on the light table.
- Children's emotional well-being is well supported through the highly effective key-person system. Staff understand and sensitively meet the individual care and learning needs of all children, especially babies. The organisation of the two baby rooms is ideal to support babies' early physical development, from tummy time to their more complex movements. All children demonstrate that they feel extremely safe and secure with staff.
- Children are fascinated by the world around them. They enjoy exploring their environment, including the outdoors. They become 'garden detectives' and check if the outdoor play space is safe and secure before all the children use it. Children show great delight as they explore 'ice blocks' and show boundless excitement at what they discover hidden inside. They learn to describe what they have observed after finding the dinosaur footprints and link them to matching dinosaur toys.
- Children have rich and varied opportunities that help them gain an excellent understanding of people, families and communities outside of their own. Staff take children into the community so children meet different people, and learn about where they live. For example, they go to the local library and access a book share programme to further support their reading at home. Children visit a local care home, which is much enjoyed by both the residents and the children.

## Safeguarding

The arrangements for safeguarding are effective.

The leaders and the staff team place children's welfare at the heart of their everyday practice. They undertake personalised safeguarding training, and unique support networks are available for staff to access in the event of any concerns they may have. The manager questions staff every day on their safeguarding knowledge and other aspects of their work with children. Staff can identify the possible signs of abuse and neglect. They are aware of wider issues, such as identifying children who may be at risk of exposure to extreme views and behaviour. The leaders and staff team take great care to make sure the nursery is safe and secure. Staff teach children how to recognise risks and hazards. This helps children to keep themselves safe.

## Setting details

<b>Unique reference number</b>	503750
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10072927
<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>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	137
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01772 324 644
<b>Date of previous inspection</b>	16 February 2016

## Information about this early years setting

Busy Bees Day Nursery at Preston Bamber Bridge registered in 2002. The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications from level 3 to level 6, and three hold level 2. There is one member of staff who holds early years professional 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.

## Information about this inspection

### Inspector

Carys Millican

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The manager and the inspector completed a learning walk and a joint observation of staff's practice.
- A meeting was held with the manager, an early years director and a childcare team representative. During this meeting, discussions were held about the development of the nursery, and the inspector looked at a sample of documentation, including staff's suitability checks and room evaluation documentation.
- The inspector took into account the views of parents.

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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