

# Inspection of Busy Bees Day Nursery at Farnborough QinetiQ

Building 301A, Armstrong Way, The Fairway, FARNBOROUGH, Hampshire GU14  
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Inspection date: 25 February 2020

<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**

The management team and staff work well together to provide children with good early learning experiences. Staff create opportunities for children to take part in enjoyable activities. They recognise the differing needs of older and younger children and the curriculum is planned with their individual interests in mind. Children develop good attitudes to learning and are enthusiastic and motivated explorers. They gain good communication skills, benefiting from a language-rich environment. Children enjoy active play and benefit from the well-resourced outside areas. They develop good physical skills, such as when older children learn how to throw and catch balls.

Managers and staff share a vision to support all children to develop good life skills. Children develop strong, trusting relationships with staff. The nursery has a very happy atmosphere and children are well cared for. Staff know their key children's individual interests and personalities well. This helps to support younger children's emotional well-being effectively. For instance, babies enjoy snuggling up to staff as they listen to stories being read to them. Staff provide an abundance of praise for older children to help them feel good about themselves and their achievements.

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

- Staff work closely with other professionals involved in the children's care. This helps to ensure that where children need additional support, staff work with others to enhance the learning and development opportunities for children, particularly those with special educational needs and/or disabilities. This contributes to the good progress that children make from their starting points, and enables them to be ready for moving on in their learning, when the time comes.
- Staff place a strong focus on children's personal, social and emotional skills. They help older children to talk about their emotions, as they begin to recognise and reflect on the way that they feel. For instance, staff help them to identify their feelings from the 'feelings faces' pictures, and understand how their actions sometimes impact on their friends. This helps to alleviate minor disagreements between children, and enables them to respond positively to one another. The strategies that staff use ensure that children behave well, as they learn how to value and respect the differing needs of their friends.
- The management team works closely with staff to promote a harmonious working environment where staff are valued and respected. Staff well-being is central to the nursery ethos and staff feel well supported. Staff benefit from coaching and supervision to develop their skills. However, sometimes these are not focused on targeting training or evaluating how new learning can be used to raise staff teaching to the highest levels.

- Children enjoy a variety of opportunities to be physically active. For instance, staff help babies to explore outdoors. They recognise opportunities to help develop their growing skills, such as helping them to stand and take small steps. Older children develop good coordination skills, such as learning how to pedal tricycles and navigate safely around their friends. Children benefit from nutritious meals and snacks. Staff adapt meals to meet children's individual dietary needs. They follow robust routines to ensure that children receive the correct food, appropriate for their individual needs.
- Staff support children's communication and language skills well. For instance, children enjoy taking part in a 'bug hunt', when staff help them find different insects. They teach younger children the names of insects they find, modelling language clearly for children to hear and repeat back. Children communicate confidently and share their own thoughts and ideas with staff and their friends.
- Parents speak very highly of the staff in the nursery. They say that children are well cared for, that 'staff are always friendly and welcoming' and their children 'cannot wait to get there'. Staff keep parents well informed about their child's learning and development and make suggestions on how they can support at home, such as helping parents to support older children to be toilet trained.
- Staff plan for children's individual interests, to ensure that learning is fun and enjoyable. Children are motivated to join in and concentrate well in activities that interest them. For instance, staff create 'dinosaur eggs' and help children learn about fossils as they teach them about different patterns they find hidden inside. Staff make regular assessments of what children know and can do. However, they do not use this information to consistently plan precise next steps for children across all areas of learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of their roles and responsibilities to keep children safe. They benefit from opportunities to develop their understanding of child protection and wider safeguarding concerns. Staff know how to identify when children might be at risk of harm, including from extreme views or behaviours. They know how to report concerns, to maintain children's welfare. Staff supervise children well throughout the nursery. Continual risk assessment of the play areas, inside and outside, enables staff to identify risk and minimise these to keep children safe. Robust recruitment procedures ensure that all staff are suitable to work in the nursery, including on an ongoing basis.

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

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

- strengthen how staff use information gathered from assessments to precisely

plan and tailor learning to each child's individual needs

- reflect more closely on professional development to help evaluate and target training that contributes to the continued quality of teaching, to support children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	110095
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063286
<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>	159
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01252 533430
<b>Date of previous inspection</b>	15 February 2016

## Information about this early years setting

Busy Bees Day Nursery at Farnborough QinetiQ registered in 2001. It is one of a chain of nurseries run by Busy Bees Nurseries Limited. The nursery is open from 7.30am to 6pm for 52 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Of the 26 staff who work with the children, 13 hold relevant qualifications at level 3 and above, including one member of staff who holds a relevant degree. The nursery also employs an administrator and one chef.

## Information about this inspection

### Inspectors

Tara Naylor  
Ingrid Howell

## Inspection activities

- The managers completed a joint observation with an inspector and evaluated the quality of teaching and the impact this had on children's learning.
- Parents shared their views of the nursery through written comments and through discussions with an inspector.
- Inspectors spoke to staff, children and the senior management team at convenient times during the inspection. They talked to staff about the progress individual children are making.
- The inspectors and the managers completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspectors held a meeting with the managers and senior management team. They checked evidence of the suitability of staff working with children.

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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