

Inspection of Busy Bees Day Nursery at Brough

Welton Road, Brough, East Riding of Yorkshire HU15 1AF

Inspection date: 4 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from a dedicated and friendly staff team. They are happy and excited to be at this setting. There are positive and respectful relationships between staff, parents and children. Children demonstrate that they feel safe and behave well. Children learn to stay safe while taking managed risks. For example, they develop their physical skills as they negotiate on balanced wooden planks. Children know that they must wait for staff to be close by during risky activities. For example, staff place a toy bee called 'Buzz' at activities that require their support. When children see the bee, they know that they need to wait for an adult's help.

Overall, the well-planned curriculum offers exciting and challenging activities, particularly for the oldest children. Most children are continually engaged in play, especially when staff have linked children's learning experiences to their interests. Children with special educational needs and/or disabilities receive tailored support through effective partnership working and information sharing. They make excellent progress and staff speak with great pride about children's achievements. For example, children who join the setting with speech and language difficulties receive carefully planned interventions. By the time they are due to start school, they confidently hold conversations with their friends.

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

- Leaders know the strengths of the setting and work hard to identify areas for improvement. They have recently focused on improving parent partnerships. For example, 'chatter bags' successfully encourage parents to share information about children's activities away from the setting. This helps staff to plan activities that link more accurately to children's current interests and engage them more deeply.
- The youngest babies form strong bonds with staff, who are attentive and loving. Feeding and personal routines are carried out with care and sensitivity. When babies start at the setting, staff spend time with parents. They get to know babies' individual personalities and needs. Generally, staff provide a range of engaging activities that are very well matched to children's needs.
- The curriculum is ambitious for the majority of children who attend. An inviting learning area supports pre-school children to explore their interest in space. Staff play alongside children in this area and extend their ideas with questions. They adapt their language effectively to suit different children's level of understanding. This supports children of all abilities to use their thinking skills. However, on occasions, children are taught about letters and the sounds they represent in large groups. Some children do not have the listening and attention skills required. As a result, they lose interest in this activity quickly.

- Staff continually check the nursery for potential hazards. They take prompt action to address minor risks they identify. The environment is safe and secure. Leaders carry out detailed reviews of any accidents and take prompt action to prevent recurrence. In addition, wherever necessary, they record accidents in detail and make timely notifications to appropriate agencies.
- Staff involve children in thinking about risks. They support children to record their thoughts and display their comments in the setting. For example, in the water-play area, children identify that they must try not to spill water on the floor, in case they slip and hurt themselves. This helps children to identify and manage risks and supports them to learn how to keep themselves safe.
- Older babies benefit from staff who engage closely and enthusiastically with them. For example, babies at the table laugh with delight as they cover their arms in paint. As they use toy sheep in the paint, they gain an understanding that they can make marks. Staff smile and sing while playing alongside the babies. This supports babies' early speech and communication development. However, this is not consistent practice from all staff working with babies. On occasions, interactions between some staff and babies are not as effective.
- Leaders monitor and support staff effectively. They act quickly to address any areas for improvement and signpost staff to relevant professional development opportunities. Leaders have established a culture of shared responsibility for improvement. Staff observe and learn from each other. They speak highly of the support that they receive, and are very happy working at this setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers understand how to escalate any concerns to the correct agencies, including allegations against staff. Senior managers ensure that recruitment and vetting procedures are robust so that adults employed to work with the children are suitable. Managers and staff assess risks in the environment effectively to help keep children safe. They consider and manage the risks associated with infectious illnesses, implementing effective monitoring and exclusion periods.

What does the setting need to do to improve?

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

- consider the organisation of large-group activities for pre-school children to further support their concentration
- improve the quality of meaningful staff interactions with babies to promote their language and communication skills further.

Setting details

Unique reference number	314666
Local authority	East Riding of Yorkshire
Inspection number	10117589
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	108
Number of children on roll	103
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01482 669996
Date of previous inspection	11 February 2013

Information about this early years setting

Busy Bees Day Nursery at Brough registered in 1999. The nursery employs 24 members of staff. Of the staff who work directly with the children, one holds an early years qualification at degree level, 14 hold level 3 qualifications and two hold level 2 qualifications. The nursery opens all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Kelly

Inspection activities

- The inspector carried out a learning walk with the manager and room leaders, and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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