

Inspection of Busy Bees Day Nursery at Preston Ashton House

Ashton Park, Pedders Lane, Ashton-on-Ribble, Preston PR2 1HL

Inspection date: 15 June 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are excited to see the staff and their friends. They confidently leave their parents and wave them goodbye. Effective arrangements have been used to support parents and children throughout the COVID-19 (coronavirus) pandemic. As a result, children's development has continued to flourish and there has been very little disruption to their learning. Settling-in arrangements for new children work well. As a result, children are content in their new surroundings. Parents comment on how these arrangements have eased any anxieties they may have had and say that they feel involved in the setting. Parents also inform the inspector that while the setting was closed, they valued staff's commitment to provide video calls. These were filled with lots of home learning ideas and offered a chance for children to keep in touch with their key person.

Staff know their key children very well and, overall, they plan a good range of activities that help children gain the skills they need for later learning and school. Communication and language is taught particularly well and children are confident communicators. Staff model sounds to babies and encourage them to say key words. Older children develop a wide vocabulary and use complex sentences. For example, during discussions about the body, they talk about how their ribcage protects their heart. As children notice a difference in each other's eyes, staff use this opportunity to introduce new words, such as 'pupil'.

Staff have high expectations for children's behaviour and give constant reminders about the rules of the setting. Children are kind, caring and play harmoniously together with limited support from the staff. They confidently organise their own games and set up resources to support their ideas.

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

- Leaders have high expectations for the staff and children. Staff have access to in-house training portals and they receive regular appraisals. However, these are not yet sharply focused to ensure that their teaching practice is highly effective and that their understanding of the curriculum is deeply embedded.
- Staff understand the importance of giving children a mix of both adult-led and child-led learning opportunities. However, some staff are less clear on what they intend children to learn. Therefore, some activities for those children are not always as well matched to their individual learning needs.
- Children develop good social skills and display high levels of confidence and self-esteem. Babies eagerly explore their surroundings and are inquisitive and curious. Older children are polite and helpful. Staff encourage children to have a go and be independent. For example, children pour their own water at the table and clear away their own plate and cutlery after lunch.

- Children's physical development and independence is fostered well. Older children are challenged to complete an obstacle course and demonstrate good balance and coordination. Babies develop their hand-eye co-ordination as they bang pots and pans to make sounds.
- Staff place a strong emphasis on making sure children have the skills to be ready for later learning. Older children find books to read that interest them and use pens and pencils in the correct hold for writing. When drawing self-portraits, children add intricate details such as hair bobbles and head bands to their pictures, to make them unique.
- Partnerships with parents and other professionals are strong. Staff act quickly to get children and families the help they need. They use funding effectively to support the development of those children who need it the most. This ensures that no child is left behind. All children, including those with special educational needs and/or disabilities, make consistently good progress from their starting points.
- Staff make good use of stories and other small-group times to help children understand the rules and boundaries of the setting. Therefore, children gain an awareness of their own and others' feelings. Children understand why they need to use 'kind hands' and 'listening ears' and they patiently wait their turn to talk during larger group activities.
- Children are quick to learn mathematical skills. This is because staff weave mathematical learning throughout most activities and daily routines. Children confidently recite numbers and know that a group of objects has a total figure.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. The 'speak up' company-wide safeguarding procedures help staff to understand the important role they play in identifying and reporting any safeguarding concerns. This includes allegations about other members of staff. Leaders take responsibility for the recruitment and vetting of staff. New staff undergo a thorough induction and receive relevant training. New headcount procedures help to ensure children are supervised as they move between rooms in the setting. This further ensures children's safety.

What does the setting need to do to improve?

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

- evaluate the impact of staff's teaching practice more robustly to help them deliver the intended curriculum to an even higher level
- provide staff with more robust supervision and training that supports them to develop their individual practice to the highest levels.

Setting details

Unique reference number	309355
Local authority	Lancashire
Inspection number	10197685
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	161
Number of children on roll	104
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01772 726696
Date of previous inspection	13 December 2017

Information about this early years setting

Busy Bees Day Nursery at Preston Ashton House registered in 1994. The nursery employs 35 members of childcare staff. Of these, 31 hold relevant childcare qualifications at levels 2 to 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the centre directors.
- The inspector spoke to the staff throughout the inspection.
- The inspector held meetings with the centre directors, quality assurance lead and area director. The inspector checked relevant documents pertinent to the inspection.
- Children spoke to the inspector about their time and experiences at the setting.
- The inspector spoke to parents and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021