

# Inspection of Busy Bees Day Nursery at Godalming Binscombe

Green Lane, Binscombe, Godalming, Surrey GU7 3TB

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Inspection date: 1 October 2021

**Overall effectiveness** **Good**

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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 show confidence in exploring their environment. They engage in interesting activities that capture their curiosity. For example, toddlers showed great interest in the effects made when they shone torches on shiny objects and materials. Staff are keen to support children's learning and encourage them to develop skills and knowledge to help them progress. Overall, they engage effectively with children. Children listen well. They show they are familiar with rhymes, songs and stories, joining in with the words and actions enthusiastically. For example, pre-school children energetically collected items from the garden to create their own 'Gruffalos' from leaves, sticks and clay. They recalled the characters in the story, used their own ideas and engaged very well during the activity.

Children are treated as individuals and staff value and support their differences, such as learning words in other languages children speak. Staff quickly identify and respond to children who may need extra support in their development. This helps all children to achieve and progress well. Children feel safe and secure in staff's care. Children behave well. They develop their understanding of the rules and expectations, such as through reminders from staff. Children learn about sharing and taking turns and they show kindness towards others. They develop independence from a young age, including babies, who learn to clean their own hands and faces after eating.

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

- Partnerships with parents are good. Parents are able to become involved in their children's learning, such as through the app, the lending library and providing photos from home. Parents speak very positively about their children's experiences and the communication they receive about their child's day and development. Staff work closely with parents to support children's learning consistently.
- Staff sensitively support new children to settle in and become familiar with the routines. They gain a good range of information from parents. This includes information about children's favourite toys and stories, which helps staff provide familiar activities to them. Staff offer cuddles to children and give them reassurance. Children form strong attachments with staff and they settle well when they start or change rooms. Staff praise children meaningfully. This promotes children's self-esteem and confidence effectively.
- Children with special educational needs and/or disabilities and those who may need extra help in their learning and development are supported well. Staff engage with other professionals and parents to support children's individual learning needs consistently. For example, meetings are held with parents to

discuss their children's needs and agree the support they need. Professionals are invited into the nursery when needed to support children's individual needs. The nursery has a dedicated sensory room which provides a calm space for children to spend time in.

- The manager has a good awareness of what she wants children to learn and why. For instance, she has identified the impact for children from the COVID-19 (coronavirus) pandemic, such as supporting their emotional needs. Staff help children to recognise their feelings and encourage them to express these. For example, children are encouraged to express how they feel. If they find this difficult to express, staff encourage children to show them how they are feeling, for example, by children making choices from pictures that reflect different feelings and emotions. This helps children recognise and respond to their own and others' feelings and behaviours.
- Staff have a good understanding of the curriculum and how to promote children's learning. Overall, they offer interactions to children that support their learning effectively. At times, staff do not build on discussions as well as possible to extend children's knowledge and skills even further. Staff mainly use children's interests very well to plan learning experiences that build on these. Occasionally, staff do not follow children's lead in their play well enough. At these times, they do not fully enhance children's self-chosen play, to help build further on their learning.
- Staff are happy working at the nursery. They work well as a team and communicate effectively with each other. This helps them provide consistent care and support for children's needs. The nursery manager has taken good steps to improve the quality of staff's practice and children's experiences. She regularly reviews and monitors staff's work and gives feedback to them. Staff's professional development is supported effectively, including through in-house training and staff meetings.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand their safeguarding responsibilities. They have access to good information to help them recognise and manage if they have any concerns about children. Staff are aware of how to identify concerns about other staff's behaviours and how they can respond to these. They are aware of wider safeguarding matters, such as those relating to extreme views and beliefs. Staff supervise children closely and show a good awareness of possible dangers to them. They complete daily risk assessments and checks to help to minimise dangers to children. The manager follows effective recruitment processes to check staff's suitability to work with children.

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

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

- support staff to develop their already effective interactions with children, to help extend children's knowledge and skills even further
- build on staff's awareness of responding to children's spontaneous interests, to help provide more opportunities to extend their learning.

## Setting details

<b>Unique reference number</b>	EY443046
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10202662
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	87
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01483 422097
<b>Date of previous inspection</b>	8 March 2017

## Information about this early years setting

Busy Bees Day Nursery at Godalming Binscombe registered in 2007 and changed ownership to the Busy Bees chain in 2014. It is located in Binscombe, near Godalming, Surrey. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. There are 16 members of staff who work with the children. Of these, nine staff hold recognised early years qualifications at either level 2 or 3. In addition, there is one staff member who holds early years teacher status. The nursery is in receipt of early education funding for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Sheena Bankier

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- The inspector interacted with children and talked to them about their play and activities.
- The manager and inspector jointly observed an activity and evaluated the effectiveness of it afterwards.
- Parents offered their views about the nursery through talking to the inspector and some provided written feedback.
- The inspector sampled documentation and held discussions with the manager and other staff at appropriate times during the inspection.

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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