

Inspection of Busy Bees Day Nursery at Bedford Elstow

Progress Park, Elstow, Bedford, Bedfordshire MK42 9XE

Inspection date: 10 November 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming nursery. They develop warm and caring relationships with staff and, from a young age, develop friendships with each other. This helps children to feel safe and secure.

Children's behaviour is good. Staff consistently praise children, which enhances their sense of belonging and promotes their self-esteem. Toddlers learn to share toys and negotiate as they play. Older children recognise when to wait and take turns when playing group games.

Children enjoy a good range of toys, resources and activities that support their learning and development. They make choices about their play and activities. For example, younger children make song choices using 'What's in the box?' They enthusiastically take turns to pull out a prop, use their vocabulary to describe what it is and then all together sing the appropriate song. Older children experience mixing paints and discover how new colours are created.

Children gain good communication skills as they benefit from a language-rich environment. Staff introduce new vocabulary into children's play. For example, they use descriptive language to explain the texture and feel of mixing cornflour and water.

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

- Staff develop a broad and balanced curriculum which considers children's interests and next steps. A varied range of experiences build on what children know and can do, especially in developing communication and language skills in preparation for their move to school. Staff use additional funding well to support individual children in progressing their skills and learning.
- Overall, there is effective teaching to promote children's learning. For example, staff interact well to encourage children to make marks as they grip and manipulate pens and pencils. However, occasionally, staff do not recognise when children get restless and do not adapt small-group activities to ensure children remain engaged and interested in their learning. For example, different age groups of children quickly lose interest during singing time as they do not understand the actions associated with the song.
- All staff, including managers, are supported and supervised effectively in their roles. They are given opportunities to build on their own knowledge and understanding through a variety of training courses and visits to other associated nurseries. This helps them bring new and exciting ideas to the nursery, helping to support children's learning even more.
- Staff ensure that children are developing their independence and self-care skills.

For example, through regular handwashing, children learn how to reduce the spread of germs. During snack time, they can pour their own drinks and serve themselves pieces of fruit. However, staff practice is inconsistent as they serve some items to the children and do not consistently provide opportunities for them to further develop their independence skills.

- Staff provide a well-organised learning environment which provides children with a good range of experiences across all areas of learning. Children eagerly choose to play outdoors. They enjoy spending time in the fresh air and explore the extensive range of activities. Children develop their physical abilities as they climb and use a range of equipment. Staff encourage them to take safe and controlled risks as they play.
- Staff work effectively with parents and external professionals when needed to ensure children receive any additional help they may need. Parents speak highly about the service and communication they receive. This includes information they received during the COVID-19 pandemic, such as activities to support children's learning at home. Parents and staff share information well. This includes daily verbal handovers, along with electronic information about their child's learning. This helps staff and parents to support children consistently.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team demonstrate a secure understanding of the procedures to follow in order to keep children safe from harm. They confidently describe the possible signs and symptoms that may indicate a child is at risk of abuse or neglect. Leaders and managers ensure that all staff attend regular training to ensure their safeguarding knowledge and skills remain up to date. They work together with other agencies to protect children. There are effective recruitment and induction arrangements in place for new staff. The manager conducts regular checks and supervision to ensure that all staff remain suitable to carry out their roles.

What does the setting need to do to improve?

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

- review and improve the organisation of small-group activities to enhance children's learning and engagement
- enhance the learning opportunities for children to consistently develop their independence skills.

Setting details

Unique reference number	EY152150
Local authority	Bedford
Inspection number	10213767
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 5
Total number of places	112
Number of children on roll	97
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01234 330220
Date of previous inspection	31 May 2018

Information about this early years setting

Busy Bees Day Nursery at Bedford Elstow registered in 2002. It is situated in Elstow, Bedfordshire. The nursery operates from 7.30am to 6pm throughout the year. It employs 19 members of childcare staff. Of these, 11 hold appropriate qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Sunter

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed interactions between staff and children during activities. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector completed a learning walk with the manager to discuss how the curriculum is planned and delivered in the nursery. They discussed how children's learning is supported.
- The inspector carried out a joint observation of an activity with the manager and discussed the impact on children's learning.
- The evidence for staff suitability and qualifications was checked by the inspector. A sample of relevant documentation was viewed, including children's information.
- The inspector spoke to several parents during the inspection 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.

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