

Inspection of Busy Bees Day Nursery at Holmes Chapel

Manor Lane, Holmes Chapel, Cheshire CW4 8AB

Inspection date: 4 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children of all ages show that they feel confident and 'at home' in the busy nursery. Babies sit happily alongside attentive staff, or toddle away to explore the familiar toys and surroundings. Older toddlers ably follow well-established routines when they wait to wash their hands and go to find a chair at the lunch table. Staff encourage children to be curious and they become self-motivated learners. For example, pre-school children notice that rays of late afternoon sunshine are shining through the blue water container. The water moves and blue light dances on the children and the walls. Children are excited. They experience and learn about the properties of light and water. They make links in their learning when they say, 'it's like the ocean'.

Parents praise the nursery's organisation during the COVID-19 pandemic. For example, staff and parents meet at the outer door when children arrive and leave. Parents know that they can enter the nursery, or communicate by telephone, if they have confidential matters to discuss. The nursery's strong partnerships with parents help to promote children's development. For example, some children felt ready to send their dummies to the 'dummy elves' during the Christmas holiday. This encouraged children's confident communication really effectively.

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

- Managers are ambitious for every member of staff's progress and achievement. They value the ideas that staff contribute to the nursery's 'focused improvement plans'. However, sometimes, managers set improvement targets that are not precise and measurable enough. Staff do not know, precisely enough, what to do to improve. This hinders their progress towards consistently excellent practice.
- Children all belong to key groups that have a key person and a 'buddy' member of staff. This helps to ensure that children always have a familiar person to go to if their key person is not there. The well-organised approach helps children to feel secure. Staff know the nursery routines and implement them consistently. This means that children know what they are expected to do. They behave well and develop self-control.
- Staff sequence children's learning effectively. This helps children to be ready for school. Babies and toddlers use feeder cups. Staff encourage older toddlers to use open cups and pre-school children dispense their own drinks of water independently. They know why it is important to take regular drinks. This helps children to form habits that promote their good health.
- Staff support children's early literacy. They readily respond when children ask to be read to. Children's obvious enjoyment of stories encourages them to read books themselves when they are ready. Staff build literacy into daily routines.

Toddlers look for their photo and name card when they go to find their mattress at sleep time. Children learn to match and read written numerals when they park wheeled vehicles outdoors.

- Staff help children to continuously extend their vocabulary. For example, toddlers busily play with zoo animals and a variety of wooden shapes. Staff play alongside and model words and sentences. For example, they say, 'shall we put the giraffe under the bridge?' Staff's skilful interaction helps toddlers to understand and use words about position.
- Staff use what they know about children's interests and achievements to plan for their learning. Children make good progress. Children who have special educational needs and/or disabilities, or whose development gives cause for concern, have individual support plans. The plans help staff to implement advice from specialist professionals, such as speech and language therapists.
- Children play outdoors every day. However, children's time outdoors is relatively short and staff are more confident about planning learning indoors. The wild area and garden area are currently closed off. On occasion, these factors limit children's outdoor experiences and learning.
- Staff invite and welcome information from parents about events at home. For example, parents upload Christmas Day photos to the nursery's online app. The photos prompt children to remember and talk about past events. This supports their early conversation and communication skills.
- Children learn about the world. They watch and learn about the temporary traffic lights outside the nursery and incorporate traffic lights and road safety into their play. Nursery families contribute food items for a food bank. This helps children to learn to be kind and helpful to people in the wider community.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff benefit from regular training that updates their knowledge of child protection matters. Everyone understands their responsibility to keep children safe. Managers act quickly on information that children may be at risk of harm. They make sure that staff have the information they need to promote children's safety and well-being. Well-established routines promote children's health and safety and help to ensure that children are supervised. For example, pre-school children know that they must ask staff to accompany them to the toilet. The nursery operates a 'red plate' system at mealtimes and everyone knows the specific dietary needs of individual children. This means that religious and parental preferences are respected and children with allergies to particular foods are catered for safely.

What does the setting need to do to improve?

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

- focus improvement planning more clearly, so that staff know precisely what they are aiming to achieve, and the impact on the quality of children's education is measured
- support and train staff to make better use of the nursery's outdoor spaces, in order to fully promote children's learning and development.

Setting details

Unique reference number	EY486946
Local authority	Cheshire East
Inspection number	10216604
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	105
Number of children on roll	107
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01477 549494
Date of previous inspection	24 August 2016

Information about this early years setting

Busy Bees Day Nursery at Holmes Chapel registered in 2015. The nursery employs 30 members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5, 12 hold qualifications at level 3 and four at level 2. One member of staff holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 manager and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- Meetings took place between the inspector, the nursery manager and a Busy Bees quality director.
- The inspector spoke with staff and children during the inspection. She spoke with parents and has taken account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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