

Inspection of Busy Bees Day Nursery at Market Harborough

Torch Way, off Northampton Road, Market Harborough LE16 9HL

Inspection date: 12 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy to this calm and welcoming nursery. Staff recognise that since the COVID-19 pandemic, some children need more support when they start nursery. They adapt settling-in sessions to suit the needs of children, helping them to settle quickly. Children have good relationships with staff and each other. Children happily play together, smiling as they say 'you are my friend'. Staff give cuddles to babies when they are tired, helping them to settle. Staff praise children when they show them pictures they are proud of. This builds upon children's self-esteem.

Children show a positive attitude towards their learning. Staff provide a wide range of activities that reflect children's interests. Babies develop their physical skills by squashing play dough into cupcake cases and delight in splashing in water. Pre-school children take part in a yoga session. They practise balancing and experiment with different ways of moving and stretching. Staff teach children how to use tools safely. They show children how to use knives to cut their food at lunchtime. Children of all ages enjoy being outside. Staff teach toddlers to take it in turns as they climb steps up a slide. They excitedly shout 'go!' as they slide down.

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

- The manager spends time in the rooms, carrying out observations of staff practice. She gives staff feedback, helping them to enhance their practice. The manager carries out supervisions with staff and checks in on their well-being regularly. A wide array of training is offered to staff, helping them to continually develop their skills and knowledge. Staff state that they feel supported by the manager and others around them.
- Parents say that staff are 'super friendly' and have good relationships with their children. Staff inform parents about what their children learn at nursery by sharing activity ideas with them. This enables parents to carry learning on at home.
- Staff carry out observations and assessments on children. This enables them to identify any gaps in children's development and act accordingly. Staff work alongside other professionals to develop individual support plans to help children progress in their learning. The manager uses additional funding appropriately. For example, children who need it the most have one-to-one sessions to support their individual needs.
- Staff plan activities to further develop what children already know and can do. For example, pre-school children closely examine tulips, drawing what they see. Children confidently recall that bees like flowers and 'collect yellow bits'. Staff extend this and introduce the word 'pollen' to them.
- Staff support children to extend and develop their vocabulary. Staff encourage

babies to copy words during play. Toddlers learn about different types of seeds as they take part in a planting activity. Staff introduce names of seeds and words such as 'bulbs'. Children develop a love of books as they intently listen to staff enthusiastically reading stories. However, at times, staff can be overly enthusiastic and ask too many questions in quick succession. They do not give children enough time to think and respond.

- Staff provide numerous opportunities for children to develop their mathematical skills. Pre-school children concentrate as they confidently count to 12 when counting teeth. Toddlers learn to recognise what seeds are big and which ones are small, allowing them to make comparisons.
- Children behave well. They follow staff's instructions and are aware of the routines of the day. Staff teach children about emotions and feelings. They read familiar stories to help children understand how others might feel. For example, pre-school children say 'it's not nice' and pull sad faces when a troll shouts at goats.
- Staff promote the importance of having good health routines. Pre-school children eagerly share their knowledge with visitors saying, 'you clean your teeth so they don't have germs' as they take part in a teeth-brushing activity. Staff teach children about healthy foods as they discuss what vegetables they have for their lunch. Children develop their independence by pouring their own drinks. However, on occasions, staff can be too helpful and do not encourage children to do things for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good awareness of the signs and symptoms of different types of abuse that children can be subjected to, including female genital mutilation. They know who to report concerns to about staff or children, and the importance of doing this swiftly. Staff refresh their safeguarding knowledge on a regular basis by taking part in training sessions. This allows staff to protect children from potential harm. The manager is aware of her responsibilities as designated safeguarding lead. She follows safer recruitment procedures, carrying out relevant checks on staff to ensure their suitability to work with children. The nursery is safe and secure.

What does the setting need to do to improve?

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

- give children more time to think about and respond to questions
- further develop children's independence skills by consistently allowing them to carry out tasks by themselves.

Setting details

Unique reference number	EY486944
Local authority	Leicestershire
Inspection number	10076440
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	118
Number of children on roll	65
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01858431355
Date of previous inspection	18 February 2016

Information about this early years setting

Busy Bees Day Nursery at Market Harborough registered in 2015. The nursery employs 16 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation.
- The inspector and manager observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views with the inspector during the inspection.
- The inspector carried out a joint observation on an activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of relevant documentation was viewed by the inspector, including policies and two-year checks.

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 2022