

# Inspection of Busy Bees Day Nursery at Birmingham QE

160 Metchley Lane, Birmingham B15 2TX

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Inspection date: 26 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Good</b>
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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 behave exceptionally well in this diverse nursery. They arrive happy and eager to learn. Children learn about emotions through literature. They link their peer's feelings to how characters feel in stories. For example, they say they are 'blue' just like the 'Colour Monster'. Older children have a voting station to record how they are feeling each day. Young children develop a strong sense of belonging. They identify their peers during a small muscle activity. They build a small tower from building blocks which have their peers' faces on them. Children build fabulous friendships. They are kind. For example, older children help their peers to find their knives and forks during lunch. They work together to discuss conflict. Children understand the feelings of others.

Children are extremely independent. They are competent learners. Babies independently get their beakers when they are thirsty. Older children independently pour their own drinks from a jug. Children have a wealth of opportunities to practise skills within a secure routine. They have time to learn. This ensures children are ready for the next stage of their learning. For example, toddlers practise pouring and develop hand-eye coordination as they fill and empty cups during water play.

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

- Children develop strong relationships with their key person. Their emotional needs are extremely well supported during transitions. They settle well in their new room. Children and parents make 'chatterboxes' at home. They fill the box with items of interest. Staff explore the boxes with children to learn about their likes and dislikes.
- Children benefit from the two-way flow of information between staff and parents. Their families' experiences feed into the curriculum in a practical way to support their well-being and next steps for learning. For example, staff create a baby clinic. This supports children's emotional needs when their mothers are expecting babies. Parents say they are listened to and highly supported.
- Children's views are of utmost priority. Their interests are at the core of the curriculum. Older children are part of the 'nursery council'. Together they discuss relevant topics to drive improvement. For example, the council introduced simple sign language to enhance communication and language outcomes for peers. Children complete questionnaires for leaders to evaluate nursery funding. This ensures funding is positively spent to meet the needs of the children it is for.
- Staff work in partnership with children to build a purposeful environment. They enhance children's play and encourage them to lead their own learning. For example, children make their own representations of the places they go, such as the 11C Birmingham bus route. Together staff and children use boxes to build

their small world experience. They use real pictures of places in the community.

- Staff are passionate in their roles to support all children's developmental needs, including those children who speak English as an additional language and those with special educational needs and/or disabilities. Staff use innovative ways to promote and assist children's understanding, such as using visual aids. They coherently work with other staff, parents and professionals to break down barriers to learning. Staff sing songs to babies in their home language.
- Leaders are highly experienced in supporting staff. They set targets to enhance professional development. Staff benefit from a 'buddy system' where new staff are paired up with senior staff to upskill themselves. Staff are extremely enthusiastic in their roles. Leaders coach them to ensure they succeed. For example, staff are encouraged to research ideas before coming together with leaders to brainstorm findings and drive improvement.
- Staff engage with children exceptionally well. For example, toddlers smile and bounce as staff sing 'Heads, shoulders, knees and toes' to them. Staff know what children need to be taught. They use the environment to build on what children know and can do. For example, as children's interests and knowledge grow, staff add more resources to extend learning. At times, staff do not question children's ideas to fully understand what they know. For example, when children learn about the life-cycle of a flower, staff do not seek to find out the extent of what children understand, nor do they consistently question their ideas.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of child protection. They have secure knowledge of different types of abuse, including female genital mutilation and the 'Prevent' duty. Staff know the correct procedures to follow should they have concerns about a child's welfare. Leaders adhere to robust procedures to ensure that staff are suitable to work with children. They appoint a 'safety champion', and staff receive a wealth of training to ensure everyone is fully supported to safeguard children. Staff are confident to 'whistle blow' should they have concerns about staff's conduct. They place a strong emphasis on teaching children to keep themselves safe, including the importance of health and hygiene and stair safety.

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

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

- develop staff's questioning techniques to enable them to test out what children already know, in order to build on children's learning even further.

## Setting details

<b>Unique reference number</b>	EY344321
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10219726
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	133
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0121 4284950
<b>Date of previous inspection</b>	17 August 2016

## Information about this early years setting

Busy Bees Day Nursery at Birmingham QE was registered in 2007. The nursery employs 23 members of childcare staff. Of these, 12 hold qualifications at level 3, one at level 2, one at level 6, one at level 5 and one has early years professional status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery supports a number of children who speak English as an additional language, disabled children and those with special educational needs.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation.
- A joint observation was carried out by the inspector with the centre director and assistant centre director.
- The centre director, assistant centre director and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.
- The views of parents were considered by the inspector through verbal discussions

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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