

Inspection of Busy Bees Day Nursery at Burchetts Green

Hall Place, Burchetts Green Road, Burchetts Green, Maidenhead, Berkshire SL6
6QR

Inspection date: 9 May 2022

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 arrive happily and quickly engage in activities. They benefit from an effective key-person system and this helps them to settle well. Babies sleep, eat and have their nappy changed according to their individual needs, meaning they feel emotionally safe and secure. For example, they cuddle into their key person and gently drift off to sleep. Toddlers and older children are confident, make friends easily and show a positive attitude to their learning. Children acquire the skills and independence they need for the next stage in their learning, including starting school.

Children behave well and understand what the staff expect of them. They learn to stay safe while taking managed risks. For example, children learn to balance as they walk across the planks. They develop a love of books. For example, older children enjoy a favourite story and are delighted to go on a pretend 'bear hunt' in the outside area. They join in with familiar phrases and actions, and scream with excitement when they pretend to find the bear.

Children enjoy learning about the natural world and use natural resources during their role play. For instance, they pretend that sticks, bark and water are the ingredients and use these to make 'meals' in the outdoor play kitchen. The manager successfully monitors the impact of any additional funding used to ensure that children are achieving to their full potential.

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

- The newly appointed manager has a strong vision for the future of the nursery. She continually reflects on the provision to identify any areas to improve. Staff well-being is given high priority. They comment that they feel valued and supported. However, staff have not benefited from regular supervision meetings, to help strengthen their knowledge and improve their individual performance even further.
- Children take part in a wide variety of small-group activities to provide focused learning. For example, a floating and sinking activity encourages pre-school children to consider the properties of objects and materials. Staff introduce new words such as 'heavy' and 'light' to help extend their vocabulary. However, occasionally, staff ask too many questions, and children are not always given enough time to think, consider and respond. This does not fully support their developing language and communication skills.
- Staff encourage children's mathematical development effectively. Children regularly use mathematical language in their play. For example, they proudly explain which dinosaurs are 'taller' and 'shorter'. Children confidently count and identify numbers in sequence as they play.

- Children with special educational needs and/or disabilities and those who speak English as an additional language have their needs met well. Staff work well with other professionals and have targeted plans in place to meet children's individual needs. For example, they use picture cards and Makaton signing to help children to communicate effectively.
- Staff work well with parents and communicate effectively with them using an online application to share and receive information. Parents comment positively about the success of the online application. They appreciate staff sharing photos of their children playing and learning. In addition, parents speak positively about the good relationships they have with staff.
- Children are safe in the nursery. Staff have strong arrangements in place to minimise risks to children. They manage their environment well and organise toys and resources to enable all children, including those with allergies, to be fully included in all activities. This is demonstrated when staff source ingredients for cooking and for making play dough which do not contain allergens that may affect children's good health.
- Children enjoy a varied menu of healthy meals and snacks. These are freshly prepared by the on-site cook. Staff talk with children about how food can make them healthy. Children understand the routines and know to wash their hands before and after eating. This helps them to understand about living a healthy lifestyle.
- The curriculum is carefully considered to ensure a progression of skills throughout the different areas and age ranges. For example, in the baby room, staff are teaching babies to feed themselves with a spoon. Pre-school children use a fork to eat their meals and pour their own drinks.

Safeguarding

The arrangements for safeguarding are effective.

The management team has implemented robust recruitment and vetting procedures to help ensure all adults working with children are suitable. Staff attend training to help them recognise if a child may be at risk of harm. They know about the signs and symptoms of abuse and how to report any child protection concerns that arise. Staff carry out daily risk assessments to minimise hazards and to help children play in a safe environment. Children learn to keep themselves safe through their daily routines and activities. For example, they climb carefully up and down steps to reach the sink and learn to balance and use climbing equipment safely. Babies who are learning to walk cruise around furniture under the close supervision of their key person.

What does the setting need to do to improve?

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

- develop systems for staff supervision, to ensure they happen more frequently and staff receive feedback to improve their performance further
- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively.

Setting details

Unique reference number	EY296962
Local authority	Windsor and Maidenhead
Inspection number	10237303
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 4
Total number of places	80
Number of children on roll	117
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01628 829192
Date of previous inspection	12 January 2017

Information about this early years setting

Busy Bees Day Nursery at Burchetts Green registered in 2004. It is one of a number of Busy Bees Nurseries and is situated within the grounds of Berkshire College of Agriculture in Maidenhead, Berkshire. The nursery is open Monday to Friday from 8am to 6.30pm for 51 weeks a year. It provides free early years education to children aged two, three and four years. The nursery employs 24 staff. Of these, 16 hold relevant early years qualifications at level 2 or above, and one holds a qualification at level 6.

Information about this inspection

Inspector

Sarah Richards

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 manager, and this has been taken into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk of the nursery.
- The inspector carried out a joint observation of an activity with the manager and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the nursery.
- The inspector observed practice in all the rooms and spoke to staff at convenient times during the day.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.
- The inspector spoke to 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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