

# Inspection of Busy Bees Day Nursery at Salisbury

London Road, Salisbury, Wiltshire SP1 3YU

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Inspection date: 5 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive at this well-established nursery. They arrive eager to learn and thoroughly enjoy a stimulating range of interesting resources and thoughtfully planned activities. For example, they thoroughly enjoy exploring different coloured paints on a plastic screen, using their fingers and brushes to create varied effects and write letters. Staff are dedicated to finding out as much as possible about each child and offering them tailored support and learning. This ensures that all children flourish, including those with special educational needs and/or disabilities (SEND) or those who speak English as an additional language. Children evidently love attending, and feel safe and secure with the nurturing staff. They are exceptionally well behaved. They show great respect for one another and willingly share and take turns. They spontaneously use good manners and listen carefully to instructions from staff.

The nursery remained open during the COVID-19 pandemic, and leaders and staff took highly effective steps to support those children attending and those who stayed at home. They focused on minimising the impact on children's learning. They continued to deliver the full curriculum, and used an online system to upload activities for children to do at home. Leaders and staff promoted an app for parents with lots of information about how to support children's communication and social skills. Leaders worked closely with other agencies to ensure that vulnerable children received the best possible care and education during this challenging time.

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

- Leaders and staff have an excellent understanding of the curriculum and implement it exceptionally well. They use highly effective teaching methods to build on what children already know and can do, to help them make the best possible progress in their individual learning journeys. For example, staff place great value on what children do and say, and give them time to think and respond to questions. Staff introduce lots of new vocabulary and explain what new words, like 'solidified' mean.
- Staff know children exceptionally well and use what they know to tailor the provision for each child, including those with SEND or those who speak English as an additional language. There is a strong emphasis on acknowledging the unique nature of each child. Staff are skilled at adapting their practice and working very closely with other agencies where necessary, to meet children's individual needs. For example, they work with children's centres, Portage, speech and language therapists, physiotherapists and the local authority. Children who do not speak English at home have numerous opportunities to see print in their home languages at the nursery.
- Children relish exploring the stimulating and interesting environment, which is

thoughtfully planned to take account of their interests and to spark their curiosity. Children of all ages are very motivated to learn and explore. For example, they show great interest as they handle real vegetables, herbs and flowers. Younger children eagerly explore sand of different colours. Older children crowd round to see what will happen when they add vinegar to baking powder during an exciting volcano activity. They discuss volcanos knowledgeably, showing that this rich experience builds on their previous learning. They show amazement as the 'lava' bubbles up.

- Children of all ages develop many independent skills and great confidence. They help themselves to drinks and tissues at the 'independence stations' in each room and confidently approach visitors to chat and proudly show off their work. Staff place a strong emphasis on developing children's unique characters ready for their future learning.
- Leaders have a very ambitious and clear vision for the provision and ensure that this is shared with the staff. They make highly effective use of self-evaluation and consultation with staff, parents, and children to identify areas for development and are proactive about making improvements. Staff have excellent opportunities to develop their skills and knowledge and to make progress in their childcare careers. Leaders manage staff exceptionally well and focus on their well-being as well as their continuing professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is paramount. Leaders ensure that staff have an up-to-date and comprehensive understanding of a wide range of safeguarding issues. In addition to staff completing in-depth training, leaders ensure that safeguarding is always included in staff meetings and discussed during supervision meetings. This keeps it high on the agenda. Staff are extremely confident about the processes to follow if they have concerns about a child or about the conduct of a colleague, and know how to escalate their concerns outside the organisation if necessary. They have access to a whistle-blowing hotline if they feel unable to discuss concerns about colleagues face to face with leaders.

## Setting details

<b>Unique reference number</b>	EY248267
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10125832
<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>	93
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01722 417272
<b>Date of previous inspection</b>	27 February 2015

## Information about this early years setting

Busy Bees Day Nursery at Salisbury opened in 2003. The nursery opens five days a week all year round, from 7am until 7pm, closing for bank holidays. The nursery is in receipt of funding for the provision of free early education sessions for children aged two, three and four years. The nursery currently employs 14 staff who work directly with children. All but two have relevant childcare qualifications.

## Information about this inspection

### Inspector

Catherine Sample

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- 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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