

Inspection of Busy Bees Day Nursery at Maidstone Allington

Ash Grove, Maidstone, Kent ME16 0AB

Inspection date: 10 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 display high levels of enjoyment as they play and learn. They are confident and secure exploring the environment, both indoors and outdoors. Children have the freedom to make their own choices and follow their interests. They take advantage of the large outdoor space to engage in exciting physical activities. For example, children enjoy climbing on the equipment and in trees, crawling under bridges and jumping over tyres.

Children behave well and demonstrate good social skills. They happily play with one another, but are also content playing independently. Children understand how to share, and know to take turns. They respond positively to staff and can follow the routine. For example, children take pleasure in helping set the table for lunchtime.

Children make good progress in their learning and have secure relationships with their key person. Older children engage in interesting conversations with staff, sharing their ideas and feelings. Younger children are given comfort and reassurance to ensure they feel settled.

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

- Staff have a good understanding of each child's individual needs as well as their specific interests. For example, there are facilities available to support babies' sleep routines. This ensures the children's needs are being met. The variety of real resources allow children to develop their interests, such as role playing in the home corner.
- Staff know the children extremely well, and can identify specific areas they have made progress in. For example, staff identify that children have made significant progress with their social skills and interacting with others. All staff interact positively with children. However, at times, activities are not as well planned to engage all children and offer them new and exciting challenges, and some staff lack confidence in extending children's learning.
- Staff have high expectations for children's behaviour. For example, children listen intently to staff and display positive attitudes towards learning. They enjoy taking part in group games in the garden, laughing, making jokes and listening to stories. This shows that children are happy and feel safe and secure.
- Children's health is promoted well. They have the opportunity to try different types of healthy food, developing positive attitudes towards eating. Children also engage in routine hygiene practice, such as handwashing before mealtimes.
- Partnerships with parents are very effective. Parents are positive about their children's progress and the support they receive from the staff. This reflects the strong communication systems they have in place.

- The special educational needs coordinator (SENCo) has a detailed understanding of how to support all children's development, including children who may have additional needs and/or disabilities. The SENCo has effective procedures in place to ensure children make progress in their development, and can confidently seek support from external agencies if required.
- The manager has an ambitious vision for the setting and strives to make continuous improvements. She can identify areas within the team that require further development, while reflecting on the progress they have already made. Staff feel well supported by the manager, and have a strong relationship as a team.

Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment procedures are extremely robust and the manager ensures that suitability checks are completed before staff can work with children. The manager also carries out additional checks regularly to confirm staff's suitability. Effective safeguarding procedures are in place for reporting concerns about children and staff, and staff and the manager understand their responsibilities to safeguard children. The manager and staff are aware of the possible signs of abuse and exposure to extremist views.

What does the setting need to do to improve?

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

- strengthen staff's knowledge and confidence in planning and providing a wide variety of stimulating and exciting activities that offer children new challenges across all areas of their learning.

Setting details

Unique reference number	126970
Local authority	Kent
Inspection number	10228023
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	47
Number of children on roll	105
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01622 756667
Date of previous inspection	18 January 2017

Information about this early years setting

Busy Bees Day Nursery at Maidstone Allington registered in 1997. The nursery operates Monday to Friday from 8am to 6pm all year round. There are 16 members of staff. Of these, nine hold a level 3 qualification and two hold a level 2 qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jasmine Nelson

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 and staff lead a learning walk, discussing the impact of the environment on children's learning.
- The manager and the inspector took part in a joint observation.
- The inspector observed the children and their interactions with each other, and with the staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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