

# Inspection of Busy Bees Day Nursery at Salford

University of Salford, Statham Street, Salford M6 6PU

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Inspection date: 19 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children demonstrate high levels of energy and excitement as they enter the safe, vibrant and well-resourced nursery. They quickly become immersed in the array of activities and experiences. They concentrate intensely on their chosen tasks and show a passion for learning and exploring. Staff have high expectations of what children can achieve. They have an impressive knowledge of children's individual capabilities, learning styles and what makes them unique. For example, staff adapt the delivery of activities to support quieter, less-confident children. They expertly challenge children through superb activities that capture children's interests and what they need to learn next. This helps to ensure that all children make tremendous progress during their time at the nursery. Children's distinct characteristics are warmly celebrated and their heritage and culture are reflected in the environment and learning opportunities.

Children's behaviour is exemplary. Children show kindness and concern for one another as they play harmoniously together. Pre-school children expertly use sand timers to resolve small conflicts. Babies and toddlers have strong emotional attachments to staff, who are very kind and patient. Children know how to share and take turns through the gentle and nurturing guidance of staff as they become familiar with routines and what is expected of them. Children demonstrate impressive independence skills as they serve themselves at mealtimes, manage their own self-care needs and help to care for their learning environment.

Excellent consideration is given to children's physical and emotional well-being, particularly following the COVID-19 pandemic. Children are encouraged to talk about their feelings, understand empathy and express themselves in social situations. Children learn the importance of dental hygiene, and staff ensure that dental packs are readily available for children as needed. Children's well-being is further enhanced through the development of an 'up and active' room and regular opportunities to engage in yoga, which helps them to regulate and manage their behaviour.

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

- Staff plan and deliver an inspiring and wholly captivating curriculum that is informed by their meticulous observations and robust partnerships with parents. For example, when children arrive at the nursery sharing information about a peacock that they saw in their garden, staff embrace this teachable opportunity. Children engage in exciting transient art activities and learn about the characteristics of a peacock. The huge array of opportunities available for children truly ignite their thirst for learning.
- The nursery has an exceptionally warm and welcoming ethos. Leaders have

worked relentlessly to ensure that all families are included. Children take home various resources, including an abundance of books and special 'activity jars'. This ensures that there are no barriers to children's learning as the momentum and the excellent progress that children make at the nursery are not lost. Furthermore, even those children who cannot attend due to illness or periods of isolation are carefully considered. For example, sensitive staff ensure that children receive activity ideas, photos and stories from their key person.

- Leaders' and staff's passion for ensuring that every child is given the best possible start in life is notable. Leaders have a very clear and detailed vision that is echoed by the dedicated staff team. Relentless evaluations of practice and provision are conducted continuously to ensure that there are no limits to what children can experience and achieve.
- Leaders are extremely aware of the potential impact of the COVID-19 pandemic. Outstanding consideration has been given to ensuring that no child is left behind. Staff have adapted their teaching to focus relentlessly on supporting children's communication and language development. Each activity that is planned for children has a detailed vocabulary list to ensure that children hear and absorb a multitude of new words. For example, children hear vocabulary such as 'habitat' when learning about different animals. Following a visit to the hair salon, staff introduce words such as 'reflection', 'chop' and 'length'. Children use the word 'podium' as they create structures with wooden blocks. They learn about 'nectar' and 'pupa' in their exploration of the life cycle of a bee as part of their activities to reflect World Bee Day.
- Support for children with special educational needs and/or disabilities is superb. Staff very quickly identify if children need additional support and take swift and appropriate action to secure interventions and guidance. The COVID-19 pandemic has exacerbated the waiting list for some services. However, staff have worked tirelessly to ensure that children are not adversely affected. They have attended purposeful training, implemented initiatives and have used their wealth of links with professionals to mitigate the impact to children and their families.
- Parents' comments are overwhelmingly positive. They are extremely complimentary of the efforts of the staff team, the introduction of a dedicated learning application and the frequent parent workshops that they are invited to attend. Furthermore, parent forums ensure that they have a voice on the strategic development of the nursery. Parents fondly describe how much their children enjoy attending and the exceptional progress that their children have made since attending.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of their role and responsibility to protecting children from harm. Children's safety and well-being are a priority and deeply embedded into daily practice. Staff are adept at recognising the signs and symptoms that may indicate abuse and assuredly describe the procedures to follow

should they have concerns about a colleague's practice. Children carry out their own risk assessments of the garden area as they learn how to keep themselves safe. Staff ensure that a holistic approach is taken to safeguarding that encompasses the whole family. For example, reminders about how to stay safe online are sent to families so that children of all ages may benefit.

## Setting details

<b>Unique reference number</b>	EY422573
<b>Local authority</b>	Salford
<b>Inspection number</b>	10068383
<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>	104
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01612950707
<b>Date of previous inspection</b>	19 December 2014

## Information about this early years setting

Busy Bees Day Nursery at Salford registered in 2010. The nursery is open from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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 provider and has taken that into account in her evaluation of the nursery.
- Discussions were held with the provider, the manager, parents and children at appropriate times throughout the inspection.
- A learning walk was carried out with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and the inspector jointly evaluated an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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