

Inspection of Busy Bees Day Nursery at St Andrew's Ridge

Highdown Way, St Andrews Ridge, Swindon SN25 4FD

Inspection date: 5 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children of all ages show they feel safe and secure in this welcoming nursery. They confidently invite staff into their play, talk to them and share their ideas. Children are confident to ask staff for help, for example when they want a white board but cannot reach it. Younger children know the staff are there for reassurance and a cuddle when needed. Staff are quick to respond to the children, showing them respect and interest in what they are doing. Children form friendships and play together cooperatively.

Staff have high expectations of the children. Older children have formed a 'pre-school committee' and together they decide how to organise their playroom. They choose to create a 'Chinese restaurant' in the home corner, picking out the resources they need to enhance their imaginations. This boosts their confidence and self-esteem and means they are ready and willing to learn. Young children learn to use knives and forks when playing with play dough, to prepare them for their move to the pre-school room. The centre director provides a broad and balanced curriculum that helps children gain the knowledge and skills they need as they move through the nursery in readiness for their eventual move to school.

Partnerships with parents are positive. Parents report that their children are excited to attend nursery and play with their friends. They appreciate the support they receive with potty training and establishing sleep routines with their children. Parents receive regular updates about their children's development, and ideas about how they can support this at home.

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

- Staff know the children's interests and abilities and what they need to learn next. Children with special educational needs and/or disabilities and those who speak English as an additional language have their individual needs supported extremely effectively. Staff liaise with professionals and parents to ensure consistency between home and nursery. Additional funding is used well to help close any gaps in learning. As a result, children make the best possible progress from their starting points.
- Children's behaviour is exemplary. They are happy and confident and form good friendships. Staff place a strong emphasis on helping children learn to talk about their emotions. Older children are learning to regulate their feelings and acknowledge the impact of their actions on others. Staff are good role models and help younger children learn to share and take turns.
- Children develop high levels of independence. Young children help themselves to water from the 'drink station' and clean their hands and blow their noses at the 'independent station'. Older children clear their plates and cups, clean tables and

put their belongings on their own coat peg.

- Children have plenty of opportunities to play outside in the fresh air. They build dens and balance on beams, run around, and negotiate space when riding tricycles. This supports children's physical development well.
- Staff support children's communication and language well. Staff provide a narrative and repeat language with young children, to reinforce new vocabulary. Older children are confident speakers and readily engage in conversations. However, at times, the more confident children are not encouraged to listen to the views and ideas of quieter children.
- Young children enjoy various activities to support their literacy development. Young children make marks in sand and develop their scissor skills, and older children use pens and manipulate various materials to strengthen their hand muscles. Children develop a love of books. Older children confidently recall what happens in the story, consolidating what they have learned.
- Children learn about the differences and similarities between themselves and others, and their uniqueness. They talk about how families are different, and learn about the traditions that others celebrate and the various dwellings that people live in.
- Staff report that they feel very supported by the management team. They attend training, implement new ideas into their practice and reflect on the impact this has on children's development. However, staff have not identified the learning opportunities that they miss for the younger children when they are waiting too long for their lunch and become bored and restless.

Safeguarding

The arrangements for safeguarding are effective.

The centre director and staff have a sound knowledge of child protection and wider safeguarding issues. They know who to contact if worried about a child's welfare or the conduct of a colleague. Effective recruitment procedures help to ensure that staff are suitable to work with children. The nursery is safe and secure, and children play in safety. Children learn how to manage risks, using 'Safety Buzz' to remind them how to keep safe in the sun, for example.

What does the setting need to do to improve?

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

- help more confident children learn to take turns in conversation so that the quieter children are more involved in group discussions
- train staff to utilise routines more effectively to support and extend children's learning even further.

Setting details

Unique reference number	109121
Local authority	Swindon
Inspection number	10218620
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	106
Number of children on roll	150
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01793 726919
Date of previous inspection	25 August 2016

Information about this early years setting

Busy Bees Day Nursery at St Andrew's Ridge registered in 2000 and operates from purpose-built premises in Swindon. The nursery is open each weekday from 7.30am to 6pm, except for bank holidays. There are 25 members of staff working with the children. Of these, 15 hold relevant qualifications at level 3 and a further two hold qualifications at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Charlotte Jenkin

Louise Phillips

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The centre director joined one inspector on a learning walk of all areas of the nursery and discussed the early years curriculum.
- Parents spoke to one inspector about their views of the nursery.
- The inspectors spoke to staff and children at appropriate times during the inspection.
- The inspectors observed staff's interactions with children and the impact of this on children's learning.
- The centre director and one inspector carried out a joint observation of an activity and discussed the quality of teaching and learning.
- The inspectors had a meeting with the management team and discussed how they monitor staff practice and their priorities for improvement. They sampled some documentation, including suitability checks and training certificates.

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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