

Inspection of Busy Bees Day Nursery at Chatham

Brunel, Chatham Maritime, Chatham, Kent ME4 4AF

Inspection date: 7 July 2022

Overall effectiveness	Outstanding
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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 positively flourish in the nursery where they are enormously happy, settled and safe. Children form incredibly strong bonds with the nurturing staff who know them exceptionally well. Staff work seamlessly with parents to provide emotional support and a curriculum specifically tailored to the needs of every child. Staff consistently follow children's routines from home to help reassure babies and young children.

Children's behaviour is exceptional. They are highly motivated and deeply focused on tasks. Staff support young children superbly to understand rules, such as turn taking. Older children learn to adapt and negotiate with others so that play can be sustained and extended. For example, children listen to one another's ideas and stories as they create highly imaginative role-play scenarios, such as a trip to the hairdresser. All children are highly engaged and stimulated as they play and learn.

Children explore the inspirational environment where they play with exciting resources alongside excellent teaching. Staff recognise that during the COVID-19 pandemic, children have missed some opportunities to encounter new experiences. Staff provide extremely well-planned activities, such as a realistic café or builders role play, to increase and extend children's knowledge of the world around them. Children achieve the skills they need to be confident, competent and capable life-long learners.

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

- Leadership is truly inspirational. Innovative ideas for teaching and learning are successfully shared and securely embedded across the nursery. Staff are competent in delivering a targeted and precise curriculum which is extremely well sequenced. The nursery is a central hub for the development of excellent practice and knowledge across the nursery group and within the local area.
- All children, including those with special educational needs and/or disabilities (SEND) receive a tailored curriculum to support their progress. Staff develop superb learning opportunities and activities that compliment and extend children's interests and skills. They work harmoniously with parents to assess what children need at the right time. For example, staff planned water activities to help children feel confident when they were going swimming with parents.
- Children develop excellent communication and language skills. They speak confidently and fluently. Staff ensure children improve and build on the words they use as they move through the nursery rooms. Babies listen and repeat simple words and songs with staff. Older children confidently speak about their favourite toys during a 'show and tell' group activity. Children who speak English as an additional language have opportunities to listen to and use their home

language as they play.

- Parent partnerships are exceptional. From the moment children start at the nursery to the time they move on to school, parents are actively involved every step of the way. They are positively welcomed into the nursery and are included in parent groups to evaluate and support the leadership team. Children can listen to recordings of their parent's voices to soothe and settle them during the day. Staff and parents share regular and meaningful information to extend and challenge children's knowledge and skills. This creates a true partnership for supporting children's learning and development. Parents describe the setting as 'excellent', 'professional' and 'amazing'.
- Staff place a strong emphasis on promoting children's self-confidence and independence skills. This is excellently sequenced to allow children time to practise and consolidate what they can do. For example, babies learn to feed themselves, toddlers pour their own water and put on their own shoes. Older children learn to care for their bodies, hair and teeth. They competently serve their own food, take themselves to the toilet and get ready to go outside.
- Children develop excellent physical skills to improve balance, movement and coordination. Babies develop their fine motor skills when they reach out to grasp toys. Toddlers build on these skills when they draw and paint while older children expertly write invitations for a pretend party. Staff skilfully challenge children's abilities by engaging in activities, such as throwing and catching a ball or walking on steppingstones to further extend their skills.
- Staff create a wonderfully inclusive nursery that celebrates the diversity and uniqueness of the children and their families. They encourage children to share their talents and interests with others. For example, staff place photographs of children next to activities which have been inspired by the children's individual interests and fascinations. They learn what is special about themselves and how their lives are similar and different to others. Children gain an excellent understanding of life in modern Britain.
- Staff are sympathetic and empathetic practitioners. The depth of commitment they show to the children in their care is excellent. Staff comment on how much they love the work they do. Leaders and staff demonstrate passion, dedication and a sense of fun.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding and knowledge of how to protect children. They know the signs and symptoms of abuse and neglect and how to report their concerns in a timely and appropriate manner. There are robust recruitment processes in place to ensure the suitability of staff working with children. Staff know how to respond to other safeguarding concerns, such as county lines, safer internet use and extreme and radicalised behaviours. Leaders have recently introduced new protocols for whistleblowing, which are known by all staff. Staff teach children about staying safe in the community and in the nursery. For example, they use a toy to visually remind children when they need to be

careful or pay attention to keep themselves safe.

Setting details

Unique reference number	EY289894
Local authority	Medway
Inspection number	10108579
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	79
Number of children on roll	140
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01634 890250
Date of previous inspection	29 April 2014

Information about this early years setting

Busy Bees Day Nursery at Chatham opened in 2008 and is in Chatham, Kent. It is one of a chain of nurseries run by Busy Bees Day Nurseries Limited. The nursery is open from 7am to 7pm, Monday to Friday, all year. The nursery is in receipt of funding for the provision of free early education for two-, three-, and four-year-old children. The setting employs 30 staff, of whom 21 hold appropriate early years qualifications from levels 2 to 3.

Information about this inspection

Inspector

Alison Martin

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 carried out a joint observation of a group activity with the manager.
- Children, staff and parents spoke with the inspector throughout the inspection and their views were taken into account.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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