

Inspection of Busy Bees Kindergarten

Highfields Cp School, Colchester Road, MANNINGTREE, Essex CO11 2BN

Inspection date: 14 July 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 benefit from an extremely well-resourced and inviting environment. They separate from their parents confidently and are greeted by warm and welcoming staff. Children swiftly settle because staff know them well and provide the nurturing and encouragement that children need to thrive. Children become deeply involved in their self-directed learning. Staff provide sensitive support that helps children to maintain a focused and determined attitude to their learning. Babies put their arms up for cuddles and form strong attachments to their key persons and other staff in the baby room. Children demonstrate that they feel exceptionally safe and secure.

Staff model excellent manners, kindness and consideration to others. They teach children to follow simple rules, which prepare them to be responsible citizens. Children love to help with simple tasks. They learn to take turns and play cooperatively. Staff demonstrate that they are interested in the children and what they have to say. Staff respond swiftly and sensitively to children's verbal and non-verbal cues. Children learn the value of communicating to express their wants and needs. Children with special educational needs and/or disabilities (SEND) receive tailored support that meet their needs. Consequently, all children make sustained progress in their learning.

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

- Since the last inspection, leaders and managers have researched and implemented an imaginative curriculum. It is designed to spark children's curiosity, engagement, and drive to explore and learn. They have implemented robust and regular supervisions and team meetings to help them review the impact. Staff report high levels of engagement and are excited by the new curriculum. Parents are well informed about the curriculum and report that it has had a positive impact on their children's learning and development.
- Parents share how impressed they are with the kindergarten. They are confident that their children are happy and settled. Parents appreciate the wide range of strategies used to engage and involve them in their children's learning. Effective partnership, working with parents, other providers, and agencies, ensures a joined-up approach to children's learning and development.
- Baby-room staff provide a safe and uncluttered environment, arranged specifically to support babies who are learning to crawl and cruise. Older children develop their large muscles as they take part in dancing sessions. They learn to manage pouring and transferring water and develop skills they need for later writing as they mix colours and create. Children of all ages develop confidence in their physical skills.
- Staff make regular assessments of children's learning and development. They

use these to ensure that children experience activities that captivate them and support the next steps in their learning. Consequently, all children are engaged learners and make sustained progress throughout their time in the kindergarten.

- Staff ensure that they speak clearly and listen carefully to children. They encourage children to think about the problems that they set themselves. They challenge children to keep trying and build on what they can already do, providing sensitive support and encouragement where necessary. For instance, young children are given the time and feedback they need to determinedly achieve tasks they set themselves. They keep persevering in rearranging a shoe drawer until they can fit in the last pair of shoes and close the drawer. Children learn to keep trying when something is tricky.
- Staff thread stories and songs throughout the day. Children enthusiastically present favourite books to staff and visitors, confident that they will be read to. Staff use nursery rhymes with younger children to encourage their interest in music and words. Older children learn that they can access information from electronic sources. For instance, children who are exploring animal sounds, research with a member of staff the sound that a zebra would make. Children learn skills that will support their later learning.
- Although teaching is generally skilful, occasionally opportunities to teach children to be independent are inconsistent or are missed. For example, staff do not teach children how to apply their own sunscreen. This does not help them learn skills that they will need when they transfer to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure all staff receive training to fully understand their role in protecting children. They know what to do and who to contact if they suspect children are in danger of any abuse or neglect. Robust recruitment procedures are in place to ensure all staff are suitable to work with children. Staff understanding of their responsibilities and their continued suitability is checked at regular supervisions. Staff understand how to report any concerns that they might have about people who work with children to external agencies. They confidently assert that the welfare of the children is paramount at all times.

What does the setting need to do to improve?

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

- implement consistent strategies that make the most of opportunities to further develop children's self-care skills so they are fully independent.

Setting details

Unique reference number	EY397961
Local authority	Essex
Inspection number	10074308
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	0 to 11
Total number of places	59
Number of children on roll	150
Name of registered person	Busy Bees Kindergarten CIC
Registered person unique reference number	RP529189
Telephone number	01206396291
Date of previous inspection	11 March 2016

Information about this early years setting

Busy Bees Kindergarten registered in 2009 and is situated within the grounds of Highfields County Primary School. The nursery employs 24 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The kindergarten opens from Monday to Friday, 44 weeks of the year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 kindergarten and discussed the early years curriculum.
- Children engaged with the inspector and shared their interests during the inspection.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- 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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