

# Inspection of Busy Bees Day Nursery at Bristol Bradley Stoke

Ferndene, Bradley Stoke, Bristol BS32 9DF

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Inspection date: 21 July 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

Children access a generally broad curriculum, which is thoughtfully planned by the manager and staff to support children's individual interests. However, the curriculum is not consistently implemented across the setting. There are times when staff do not interact with children well enough to fully involve them in play and engage them in learning. This means some children do not make the best progress possible.

That said, children benefit from an inviting environment with a wide range of toys and resources. They show their enjoyment as they freely explore the indoor and outdoor areas. Children feel safe and secure. They form strong bonds with their key person and engage in a range of carefully planned small-group activities. This supports children's relationships with staff and each other.

Young children listen carefully to familiar stories and join in with action songs sung by animated and enthusiastic staff. Older children are generally confident and ready for the next stage in learning. They take part in group painting activities and engage in meaningful conversations with their friends about the move to primary school. Children proudly tell visitors which school they will attend and remember the name of their new class teacher. Children are independent. They carefully lay out their paintings to dry on the table. They correctly use the vocabulary of shape as they identify they have printed an 'orange circle' with a potato.

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

- Staff work in partnership with parents to meet children's needs. They gather a range of information from parents when children first start to attend. Staff use this information to inform their initial assessments of where children are in their learning. However, staff's ongoing assessments of children's progress are not always accurate. Gaps in children's learning are not always identified in a timely manner. There are delays in informing parents and relevant professionals. This restricts the level of progress some children make.
- Children with additional learning needs do not consistently benefit from targeted support, to help them to make the best possible progress. Staff responsible for monitoring their achievements do not always carry out their role effectively. They do not consistently implement actions from children's individual support plans or review children's progress.
- Procedures for monitoring the implementation of the curriculum are not yet effective. That said, the manager is new to his role, and is working with the nursery's senior managers and the local authority improvement advisor to raise the quality of practice to a consistently good level. Together, they are currently creating action plans to target support and training for staff.

- Children who speak English as an additional language make generally good progress overall. Staff gather key words in children's home language from parents, such as 'drink' and 'toilet'. These are displayed in the room for staff to use to support children's understanding if required. However, staff are yet to encourage children to use their home language in play and learning, to further support their communication and language skills.
- Staff encourage children's independence from a young age. Each room has an independence station with a mirror to encourage children to complete self-care tasks, such as wiping their nose. Staff model respectful interactions with children. For example, they ask babies' permission to help wipe their nose. They sit them on their knee in front of the mirror and explain what they are doing as they clean their nose and face.
- Children learn about space and measure as they fill and empty containers in the water tray. Staff introduce mathematical language as they discuss the quantity of water. They introduce words such as 'more' and 'less'. Children display good handling skills as they carefully pour water from a jug, through a funnel and into a cone. Children use their imagination and share their ideas with staff. They explain that they are pouring lava into a volcano.
- Staff support children's good health. Children enjoy nutritious, freshly-cooked meals and snacks prepared by the on-site chef. They have access to a range of physical experiences that strengthen their muscles and develop their balance and coordination. For example, children learn to climb safely on apparatus outside in the fresh air.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe from harm. They have a clear understanding of the indicators of potential abuse, including those relating to the exposure of extreme views and beliefs. Staff demonstrate an awareness of the procedure to follow to report any concerns about a child. They know what to do in the event of an allegation being made against a colleague. Staff undertake regular safeguarding training and wear lanyards containing the nursery's safeguarding procedures. This means staff are able to familiarise themselves with safeguarding information should they need to. Robust recruitment and induction procedures are in place.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve assessment arrangements to ensure information is accurate and any gaps in children's development are swiftly identified and shared with parents and other professionals in a timely manner	11/08/2022
ensure children with additional learning needs receive precise and targeted intervention to help them make good progress in their learning and development	11/08/2022
improve the monitoring of staff practice and provide relevant support to raise the quality of teaching to a consistently good level.	11/08/2022

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

- provide further opportunities for children who speak English as an additional language to use their home language at nursery and further support their communication and language skills.

## Setting details

<b>Unique reference number</b>	135962
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10234177
<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>	92
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01454 202888
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

Busy Bees Day Nursery at Bristol Bradley Stoke registered in 2007. It is open five days a week from 8am to 6pm all year, excluding bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 16 staff to work with children. Of these, eight hold relevant early years qualifications at level 3 and two hold relevant early years qualifications at level 2.

## Information about this inspection

**Inspector**  
Holly Smith

## 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 leadership team and has taken that into account in her evaluation of the setting.
- The manager, area manager and inspector completed a learning walk to discuss the setting's curriculum.
- The manager carried out a joint observation of an activity with the inspector and evaluated the quality of teaching and learning taking place.
- The inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the senior management team and the manager. She sampled a range of documents, including staff qualifications and suitability checks.

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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