

# Inspection of Busy Bears Nursery Ltd

40 Vicarage Road, Kings Heath, Birmingham, West Midlands B14 7RA

---

Inspection date: 11 August 2022

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children quickly settle into activities and clearly enjoy their time at the nursery. They have secure relationships with staff who support them well to play and learn. Pre-school children are inspired by the activities, which have a clear learning intention and are linked to a popular book. For example, children show high levels of engagement as they sequence the story, draw and create. Others make their own 'bears' using feathers, glitter and sequins describing the teeth, claws and character. Children immerse themselves in what interests them most. For example, children mix oats and water to create baby food to 'feed' their dolls, and learn to be gentle as they change the dolls' nappies. This helps those children with new baby siblings to make sense of recent changes and talk about their home lives. Children easily negotiate and play well independently and in groups.

All children, including babies, show a real love for books and often choose to sit and share them with staff. Children have plenty of opportunities to lead their own play with support from staff. They make good use of the rich range of experiences on offer. For example, babies freely use the water, learn how to move objects down ramps and explore the broccoli, mushrooms and cauliflower in the compost.

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

- The manager is clearly driven and leads an enthusiastic team. They place a good priority on working with parents to help provide a rich and stimulating curriculum. The constant sharing of information about children's home lives and experiences helps staff plan activities that capture children's imagination and curiosity.
- The strong partnership working ensures all children, including children with special educational needs and/or disabilities, receive the support they need to help them succeed. Staff swiftly identify any gaps in children's learning and provide targeted interventions to help close these gaps. For example, staff are knowledgeable and use a range of fun activities to help support those children who are waiting for speech and language appointments.
- Staff speak highly of the management team and the support and training they receive. The manager has a good overview of the nursery, and new staff benefit from a detailed induction. However, the manager does not assess the quality of staff's teaching often enough. Therefore, they have not identified or focussed on how they can further develop the teaching of staff to the highest level, particularly those staff that are new.
- Promoting children's health is a clear priority. Children benefit from healthy and nutritious meals that are freshly prepared on site. Staff plan and sequence a range of activities for children to help reinforce the importance of keeping their teeth and bodies healthy. Older children enjoy a very challenging range of

physical activities to help them improve their physical development. Babies benefit from a dedicated outdoor space. However, staff do not provide enough opportunities for babies, for example, to use slopes, steps and climbing equipment, to further challenge their physical skills.

- The manager shows a strong commitment to valuing and respecting the diversity of individuals. For example, staff identify the values of each family and work with parents to find out about their culture and celebrate any relevant festivals. They confidently work with parents to challenge any bias or misconceptions about race, gender and sexual orientation. Children learn to respect each other and their differences.
- Parents speak very highly of the nursery and the progress their children make. They are impressed by how welcome they are made to feel and the effort staff make to get to know their children.
- There are strong partnerships with the local school, which the majority of children move on to. For example, staff use the same phonics system and techniques to develop children's early writing skills to help prepare them for school. Children show a keen interest in counting, numbers and exploring weight and measurement. For example, children benefit from fortnightly cooking sessions and enjoy exploring mathematical concepts as they play.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures all staff are trained in child protection issues and the procedures to follow if they have a concern about a child. Staff use national guidance to support their work with parents in helping teach children about respecting their own and others' bodies. They work closely with any professionals working with families and share information to help promote children's welfare and education. There are robust recruitment and vetting procedures in place to ensure all staff working with children are suitable. The premises are safe and detailed risk assessments are carried out for any outings taken.

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

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

- support staff in the baby room to plan a wider range of challenging opportunities for babies to be physical, to help further extend their learning
- develop staff's professional development opportunities, in particular for new staff, to help sustain and build on the good quality teaching achieved.

## Setting details

<b>Unique reference number</b>	2526909
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10215067
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Busy Bears Nursery Limited
<b>Registered person unique reference number</b>	2526908
<b>Telephone number</b>	01214447297
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Busy Bears Nursery Ltd registered in 2019. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 12 members of childcare staff. Of these, two hold an appropriate early years qualifications at level 5, eight hold a qualification at level 3 and two are unqualified.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This is the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The inspector and the manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022