

Inspection of Busy Bees Day Nursery at Braintree

Galleys Corner, Baintree Road, Cressing, Braintree, Essex CM77 8GA

Inspection date: 26 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to learn. Babies and toddlers settle quickly and have established close bonds with their key person. Children engage in activities supported by the caring, nurturing practitioners. Children enthusiastically investigate the inspiring activities provided. Practitioners are skilful in supporting the children's interests. For example, children enjoy stories about families. They share their own family photo books and talk about different types of families. They discuss the similarities and differences which leads them to compare hands and feet. They use rulers and work together using mathematical language to decide who has bigger feet.

Children show sustained levels of concentration as they cut and juice fruits. They manage the juicer well and this helps strengthen their hand muscles in preparation for early writing skills. They persevere as they cut limes and delight when they succeed. Children share their knowledge, explaining that watermelons grow on the floor, because they are heavy and would smash if they fell from trees when ripe. Practitioners support children's interest in a local building site. Children recall information they have previously learned about structures. They use new words, such as 'foundations'. Children work in a team and follow the plans they have drawn to build their own 'coffee shop'.

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

- The manager is passionate about her role and is committed to providing the best outcomes for children. The manager has worked hard to secure a good team of practitioners who share her enthusiasm. The manager, supported by her senior managers, has a clear vision of how to provide high-quality care and education. Practitioners feel valued and speak highly of the manager. Their morale is good. Practitioners are supported in their own professional development. There is a culture to evaluate and share new ideas with the team.
- Partnerships with parents are well established and they speak highly of all aspects of care and learning. Parents comment that the communication is very good and they are fully involved in their children's learning and progress. Parents comment that the practitioners are amazing and highly professional. They express their gratitude and feel supported to continue their children's learning at home. They welcome ideas and resources available to them.
- The manager ensures the curriculum is planned and securely embedded across all areas of learning. She provides an inclusive environment. There is a strong emphasis on teaching children independence skills. Children are very confident and happy. They self-register, their artwork is displayed, and their achievements acknowledged, creating a sense of belonging. There is a sharp focus on supporting their personal, social and emotional development. Children's

behaviour is good. They understand what is acceptable. Children show a willingness to help. They listen intently when practitioners talk to them, and they respond positively to requests.

- Children make good progress in their language development. Practitioners are good role models. They introduce new and challenging words during activities to broaden the children's vocabulary. Babies and toddlers hear words repeated. They have many opportunities for rhyme time, singing and listening activities and the practitioners introduce sign language to help communication. Children who speak English as an additional language can hear their first language as pre-recorded language buttons are used to communicate familiar everyday words. However, while practitioners pose open-ended questions, there is a tendency to ask too many questions, and they do not always allow children time to think, process information and respond.
- Babies' individual routines are respected. They are made comfortable in a quiet, cosy sleep room. Toddlers who require a nap have a sleep mat and fresh linen. They have comforters and are soothed by practitioners, who keep a watchful eye while they sleep. Practitioners encourage babies to be independent at mealtimes. They prepare children who are transitioning to the toddler room to help them manage the changes. For example, toddlers sit on small chairs for meals and use two pieces of cutlery. They visit with their friends and key person, so that they see familiar faces.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is a high priority. The manager and her team of practitioners demonstrate a good understanding of how to protect children from harm. There is a sharp focus for ongoing safeguarding training, which includes wider aspects of child protection. Therefore, practitioners are confident and have a secure knowledge of how to keep children safe. The team speak confidently about the procedure to follow should they have a concern regarding a child. They also have a secure knowledge of the company's whistle-blowing policy. A robust recruitment process ensures children are cared for by staff who are suitable for the role and fully understand their responsibilities. Practitioners educate children how to keep themselves safe online, when outdoors and to take managed risks through well-planned activities.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to give children more time to think and respond to questions and enable them to share their thoughts and ideas.

Setting details

Unique reference number	405269
Local authority	Essex
Inspection number	10127263
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	1 to 4
Total number of places	109
Number of children on roll	80
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01376 344416
Date of previous inspection	9 September 2014

Information about this early years setting

Busy Bees Day Nursery at Braintree registered in 2001 and is situated in Braintree, Essex. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held discussions with staff, children, and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence about staff's suitability and training.
- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact this has on children's learning.

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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