

# Inspection of Busy Bees Day Nursery at Southwell

17 Allenby Road, Southwell, Nottinghamshire NG25 0NL

---

Inspection date: 27 July 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

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

### **The provision is good**

Children are happy and safe in the home-from-home environment created by staff. They settle quickly in staff's care. Children have close relationships with staff and their friends. They happily help one another tidy resources away when they have finished, working as a team to move larger resources outdoors. Children are keen to be independent from a young age. Staff praise babies as they persevere to put their own hats on in the garden. Children behave exceptionally well and follow staff's instructions. They remind each other of how staff expect them to behave including explaining they practice 'good listening'. Children know the routines of the day including lining up to wash their hands before lunch. They consistently use the words 'please' and 'thank you' when responding to each other and staff.

Children enjoy developing their hand muscles in preparation for writing, by squashing and squeezing play dough. They make choices from a variety of resources and develop a creative nature. Children confidently share their ideas with each other. They explain that their creations look like different flavoured ice creams and share stories about when they have eaten ice cream before. Children laugh and tell staff if they eat ice cream too fast, they get 'brain freeze'. They discuss with staff how that makes them feel and pull funny faces. Children are curious and ask staff questions, such as, why cold food makes their bodies feel 'chilly'. During conversations children listen carefully to staff and their friends and wait patiently for their turn to talk.

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

- The manager and staff have a thorough understanding of how children learn. They observe children and identify what they need to learn next. Staff consider the experiences children get at home when planning learning opportunities, offering familiar, and new play. They provide children with the opportunity to 'vote' for what topic they would like to look at next.
- Staff plan engaging activities based on children's interests and the knowledge and skills they want children to learn. For example, staff develop children's understanding of the world as they explore different animals and where they live. They explain new vocabulary to children including 'habitat' and help them decide which different climates the animals might live in. However, on occasions, staff do not fully extend on what some children already know and can do. Therefore, some children do not make the most progress they are capable of.
- Staff act upon any opportunity to interact with children in a way that develops their speech and language skills. For example, when young children point at pictures of animals in the environment and make a 'moo' sound for a cow, staff encourage them to spontaneously sing 'Old McDonald'.
- Staff use a vast range of vocabulary with all children and teach them new words.

They visually show younger children, the difference between the meaning of the words 'shallow' and 'deep' in the water tray.

- Staff teach children to share from a young age. They explain to children the polite way to ask for toys and how to respect when their friends say they have not finished. Staff praise children for respecting resources in the setting including being gentle when independently reading books.
- Children demonstrate their independence during mealtimes. They pass cutlery to their friends and use it skilfully to cut, and eat, a healthy home-cooked meal. Children pour drinks with ease and copy the excellent table manners modelled by staff.
- The manager has a clear vision for the setting. She helps staff reflect on the learning opportunities they provide children. The manager has identified what staff need to work on next and started to put training in place for them. However, the quality of leadership at room leader level is not yet consistent. Although all room leaders are provided professional development opportunities, this is not yet effective at raising the quality of practice in some rooms.
- Staff's relationships with parents and carers are at the heart of the service they provide. They continually seek out and listen to parental feedback and adapt to meet each family's needs. Parents feel completely involved in children's developmental journey. They comment that the staff demonstrate an 'every child matter's approach and are truly inspiring.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders ensure the environment is safe for children to play. They assess any risks and put steps in place to minimise potential hazards. There is a thorough arrival procedure in place including supervising all doors and checking visitors' identification. Leaders and staff demonstrate a good understanding of their responsibility to safeguard children. They can identify the signs and symptoms that a child may be at risk of harm. Staff know how and when to record and report their concerns to other professionals such as the local authority. They understand local safeguarding concerns that effect the community and have a preventative approach to safeguarding vulnerable families. Staff work alongside other professionals to support families when needed. Leaders check the ongoing suitability of staff working with children.

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

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

- embed further the professional development room leaders are provided to improve the consistency of leadership skills and ability
- differentiate interactions and activities further to provide enough challenge for

all children.

## Setting details

<b>Unique reference number</b>	EY259506
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10138662
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	54
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01636 816606
<b>Date of previous inspection</b>	16 November 2015

## Information about this early years setting

Busy Bees Day Nursery at Southwell was registered 2003. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector held discussions with staff and the manager regularly during the inspection.
- The inspector observed staff and children of all ages through the setting.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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