

Inspection of Busy Bees Day Nursery at Chelmsford

5 The Meades, Off New Writtle Street, Chelmsford, Essex CM2 0GT

Inspection date: 28 July 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children feel welcome and valued at this nurturing and exciting nursery. They delight in finding the photo of themselves on the nursery tree. Children form strong bonds with the warm and friendly staff. Staff provide high-quality care and education through exceptionally well-planned play experiences. Children love making play dough. They explore colours, textures and smells, learning about ingredients and creating processes. Younger children adore painting with flower heads, experimenting with colours and patterns. As a result, all children make pleasing progress with their development.

Children's behaviour is exceptional. Staff highly praise desirable behaviour, and children understand the rules and expectations. Staff act as incredible role models for respecting others and accepting differences. As a result, children grow to be supportive of their peers, and delight in others' achievements. Children's play becomes all-inclusive, as they invite others to play with them. They also learn the importance of sharing and turn taking.

Children become extremely independent from a young age. Staff support them to achieve their goals. Younger children easily access resources to play with. Older children self-register, find their own place mats at mealtimes and scrape their leftover food into the bin. Children develop great respect for their environment. They clean tables and tidy resources ready for the next child. As a result, environments are calm and transitions run smoothly.

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

- Teaching standards are exceptional. Leaders are incredible role models. Staff are empowered to take learning further by challenging and asking questions. As a result, children learn valuable skills. They delight in finding out answers, and confidently share their knowledge with others. Staff also use the newly refurbished garden space to extend learning opportunities for children.
- Staff place communication and language development as a priority. They display words that children learn to follow progress and plan targets. The nursery has a 'drop everything and read' programme whereby stories are taught to high levels. Children can borrow books and staff incorporate signing alongside speech. As a result, children develop deep understanding of narratives and become able communicators.
- Children with special educational needs and/or disabilities and those who speak English as an additional language make incredible progress. The manager obtains books on countries to teach words, landmarks, foods and cultures. The special educational needs coordinator has excellent knowledge of assessing and supporting children. Working closely with families, she creates effective plans to

support learning and development.

- Staff create a love of animals. Younger children have stick insects and older children have two guinea pigs named 'Cloudy' and 'Biscuit'. Children help feed and take care of the animals. They develop a deep interest and have respect for them.
- Children enjoy a variety of healthy and nutritious food. They sit with friends and happily engage in conversation. Children are confident in discussing opinions and trying new foods. Healthy living and oral health are highly promoted. Children recognise the importance of handwashing and brushing their teeth to get rid of germs.
- Planning processes are exceptional. Staff plan around children's interests and developmental needs. Older children can be members of the council. They create 'bucket lists' of topics they want to learn. Staff then plan activities around these.
- Children benefit from trips to a duck pond, park and library. Staff point out buildings, transport and wildlife to teach children. To provide equal opportunities, the nursery bring in organisations that provide rugby sessions, a sports programme and singing and signing. They also provide 'travel bears' for children to take on adventures. Children delight in sharing their experiences with others.
- Partnerships with parents are incredibly effective. The 'parent ambassador group' meets termly with the manager to share ideas and feedback. Parents are also given information on the curriculum and local community events, as well as regular newsletters. As a result, parents highly praise the nursery and are fully aware of their children's development and the learning that occurs.
- Staff welfare is given high priority. The manager ensures staff have regular access to support and training. Staff nominate others for exceptional achievements to receive prizes. The company also has a mental health programme for staff. As a result, staff report feeling incredibly well supported and valued. New staff are given thorough inductions and information prior to starting. This ensures they are prepared and confident from the start of employment.

Safeguarding

The arrangements for safeguarding are effective.

All staff have excellent knowledge and understanding of safeguarding issues faced both in early years and worldwide. This includes the wider safeguarding aspects, such as the risk of being drawn into radicalisation. Staff know possible signs to look out for. They are confident in reporting any concerns to their safeguarding lead and, when necessary, beyond the setting. Staff follow stringent risk assessment and emergency processes for all aspects of provision, keeping children safe and secure at all times. Older children learn how to risk assess areas. They take delight in the responsibility of keeping others safe.

Setting details

Unique reference number	650090
Local authority	Essex
Inspection number	10127266
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 4
Total number of places	99
Number of children on roll	135
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01245 346 324
Date of previous inspection	5 March 2014

Information about this early years setting

Busy Bees Day Nursery at Chelmsford registered in 2000. The nursery employs 31 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am to 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk of the nursery to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation of an activity.
- Staff, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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