

Inspection of Busy Bees Day Nursery at Leicester Meridian Park

Meridian Leisure Park, Meridian Way, Braunstone, Leicester, Leicestershire LE19
1JZ

Inspection date: 9 August 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 are warmly welcomed into the nursery on arrival by the nurturing and caring staff team. Children quickly settle into their chosen activity. Those children who need more support to settle in are reassured sensitively by the staff. This allows these children the appropriate time to join in with activities once they feel ready to do so. Staff provide a good range of attractively presented activities and new experiences for all children. Children eagerly explore the activities with enthusiasm. Staff plan most activities carefully. They take into consideration what children are interested in or what they have experienced with their family. For example, children show an interest in space. They explore resources and talk with staff about the moon and the stars as they sit in a pretend space rocket.

Children develop a secure understanding of how to keep safe when playing with resources and equipment. Toddlers learn to balance carefully as they skilfully manoeuvre themselves across an obstacle course. They know to hold their arms out to help them balance when walking on planks. Children behave well. Staff are good role models and help children to learn how to manage their feelings safely. Older children resolve their own minor disputes and play cooperatively. Children respect the toys and their environment. They help to tidy away the activities and help staff to prepare the tables ready for mealtimes.

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

- There have been staff and management changes in the nursery recently. Despite this, the management team has thorough support systems in place to provide guidance for those staff in their new roles. The new manager is ambitious and enthusiastic in her role. She has a clear vision of how she wants her staff team to continue to deliver an ambitious curriculum to support children's ongoing development.
- Children develop a love of books. Older babies point out animals in a book they look at with staff. They say 'dog' and make the noise of a dog. Toddlers enjoy spending time with staff as they look at a familiar book together. Children tell the staff what will happen next in the story. Older children listen carefully to stories being read by the staff. Staff talk to children about the title of the book and encourage the children to guess what the story could be about. Children confidently engage in conversations about the characters in the story.
- Staff know what they want their key children to learn. Overall, staff plan activities well. They help children to develop the necessary skills for their future learning and build on what they already know and can do. However, sometimes, activities are not planned precisely enough to ensure all learning intentions are fulfilled. Sometimes, the learning intent is lost so children do not learn as much as they can.

- Staff repeat words and sounds and use hand gestures with babies to help them to babble, start to make sounds and use actions. Toddlers learn the names of fresh vegetables. Staff repeat the names of the vegetables clearly, such as 'tomato' and 'courgette'. Most of the older children are articulate. However, sometimes, during planned activities, staff allow the more-confident children to dominate the activity. They do not encourage the quieter and less-confident children to engage in conversation. This means that on occasions, these children do not build on their communication and language development further.
- Parents' comments about the nursery and staff team are very positive. They highly value the skills of the staff and how staff support their children's development. Parents comment that during the COVID-19 pandemic, communication from the staff was extremely effective and well maintained. Staff kept them up to date with play ideas and support for them to continue their child's learning at home.
- Secure attachments are in place between the children and staff. Children are happy and settled. Babies demonstrate their security as they practise their walking skills. Toddlers confidently bring pretend food to visitors and happily receive cuddles from staff. Older children excitedly engage in conversations with visitors and talk about their favourite superheroes and spiders.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the nursery safeguarding procedures. They know what they must do should they have a concern about a child's welfare or regarding a member of staff. They keep their child protection knowledge up to date through various training methods. This includes understanding how to protect children and their families from extremist views and ideas. Staff complete daily risk assessments of the premises to promote a safe and secure environment for children to play. Children are closely supervised by staff, such as when babies are sleeping. Staff deploy themselves well to support the needs of the children.

What does the setting need to do to improve?

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

- support staff to ensure that the precise learning intention for purposely planned activities is not lost so that children learn as much as they can
- help staff to identify when to engage more with quieter and less-confident children so they receive the same level of positive communication and language support as their more confident and articulate peers.

Setting details

Unique reference number	EY289581
Local authority	Leicestershire
Inspection number	10138440
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	0 to 4
Total number of places	130
Number of children on roll	88
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0116 289 3083
Date of previous inspection	10 September 2013

Information about this early years setting

Busy Bees Day Nursery at Leicester Meridian Park registered in 2016 and is located in Braunstone, Leicestershire. The nursery employs 26 members of childcare staff, 23 of whom hold appropriate early years qualifications at level 2 or above, and three of whom are unqualified. It opens from 7.30am until 6pm, Monday to Friday, closing for all bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the written views from parents and those spoken to on the day of the inspection.
- The inspector spoke with the manager, nominated individual, other management team, childcare staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability for working with the children.

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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