

Inspection of Busy Bees Day Nursery at Ashford Godinton

Godinton Cp School, Lockholt Close, ASHFORD, Kent TN23 3JR

Inspection date: 4 August 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 | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children arrive happily and confidently. On arrival, they receive a warm welcome from the kind staff who know them very well. Children settle very quickly, meaning they feel secure as a result of the strong relationships with the staff. Children display high levels of respect towards their friends and staff. They listen to one another and have fun as they laugh and make jokes. This creates a positive and joyful atmosphere for children to learn and develop good social skills.

Children are developing their independence from an early age. For example, babies are supported in feeding themselves as they learn how to use a spoon. This prepares them for their next stage in their learning. Older children take pleasure in making decisions about their environment and planning activities. For example, the home corner has been designed into a Hawaiian beach as children learn about how to stay safe in the heat. Children display positive attitudes towards their learning.

Children have the freedom to explore their indoor and outdoor environments. They have access to a large outdoor space which gives them a variety of opportunities to develop their physical skills. Children have fun as they run, climb and ride bikes. This encourages them to engage in daily exercise and develop a healthy lifestyle. Children also enjoy learning about healthy foods. For example, they have planted tomatoes in the garden, and they enjoy the variety of nutritious, well-balanced meals provided at the setting.

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

- Staff have a sound knowledge of children's development and the seven areas of learning. They have very strong bonds with the children, tailoring the curriculum to meet the needs of each individual child. Staff are confident in delivering age-appropriate, stimulating activities. As a result, children display high levels of emotional well-being and make good progress in their learning and development.
- Children enjoy making their own choices during play. Staff always supervise children closely. However, staff sometimes miss opportunities to fully extend children's learning even further, for example by introducing new words and phrases that describe what they are doing.
- Staff implement a consistent routine and have high expectations for children's behaviour. This is shown through children's confidence and willingness to help one another. For example, children are developing their independence and social skills as they help pour drinks for their friends. They also understand the importance of good hygiene practice as they wash their hands before and after meals.
- Staff recognise the importance of communication and language from an early

age. Younger children engage in singing rhymes, such as 'Old Macdonald Had a Farm', and learn new signs for animals. Older children enjoy listening to stories and talking about trips they have been on outside of the setting, such as to the beach. However, at times, staff do not use questioning effectively to ensure children's language skills are fully extended.

- Staff teach children about the wider world as they learn about different countries. The setting receives photographs from another provider in Australia. Children talk excitedly about individual characteristics relating to Australia, such as the koalas and kangaroos. This learning experience allows children to deepen their knowledge and understanding.
- Partnerships with parents are very good. Parents speak very highly of the caring and kind staff team. They are happy with the progress their children have made since attending the setting. Staff use an online communication system to inform parents about children's care and development. Parents use this system regularly and say that they appreciate the ideas on how to support learning at home.
- Children with special educational needs and/or disabilities (SEND) are well supported by the knowledgeable staff team. The special educational needs coordinator liaises effectively with staff, parents and other external agencies to ensure children receive the support they need. Due to this support, children with SEND make progress in their development.
- The management team is very strong. The manager is well supported by her senior team, and staff morale is very high. She has extremely high expectations for her staff and strives to enhance their professional development. She uses supervision meetings and observations to identify staff training needs. The manager is highly reflective in her practice and has a passion for making continuous improvements in the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have up-to-date safeguarding training. Leaders provide regular opportunities for staff to refresh their knowledge. Staff understand their duty in protecting children from harm and can recognise potential signs of abuse. They know the correct procedures to take if they are concerned about a child. Staff complete daily checks and risk assessments to ensure the environment is suitable for children to use. The manager has robust procedures to check the suitability of staff. She is confident in following the correct procedures if an allegation was made about a member of staff. She understands her duty to protect children from any potential risks and has good knowledge of safeguarding concerns, including the 'Prevent' duty, county lines and female genital mutilation.

What does the setting need to do to improve?

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

- strengthen staff confidence to extend children's learning during periods of self-chosen play
- use consistent and effective questioning techniques to give children time to think and respond, to further promote their language skills.

Setting details

| | |
|--|---|
| Unique reference number | EY468990 |
| Local authority | Kent |
| Inspection number | 10228093 |
| 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 | 1 to 5 |
| Total number of places | 108 |
| Number of children on roll | 187 |
| Name of registered person | Busy Bees Nurseries Limited |
| Registered person unique reference number | RP900821 |
| Telephone number | 01634 230222 |
| Date of previous inspection | 26 October 2016 |

Information about this early years setting

Busy Bees Day Nursery at Ashford Godinton is part of a large chain that is privately run by Busy Bees. It registered in 2013. The nursery operates from six rooms in a purpose-built building on the site of Godinton County Primary School, in Ashford, Kent. It receives funding for the provision of free early education for children aged two, three and four years. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The setting employs 31 members of staff, of whom 18 hold relevant early years qualifications; three at level 6, one at level 4, and 14 at level 3.

Information about this inspection

Inspector

Jasmine Nelson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022