

# Inspection of Busy Bees At East Grinstead

72-74 Moat Road, East Grinstead RH19 3LH

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Inspection date: 2 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children show that they are safe and secure in the care of the staff. They approach staff for reassuring words or a cuddle which they give without question. Staff create a calm atmosphere where children are then able to focus and learn in the relaxed environment. Pre-school children explain what they like doing at nursery and who their friends are. They chat happily to others, engaging in discussions about their home and nursery lives. For example, children show great excitement about the upcoming graduation. Staff are highly effective in supporting all children as they move on to their next stage, such as the next age-group room or to school.

Children show great perseverance in their chosen tasks. For example, toddlers work out how to post the correct wooden shapes into the pegs, turning them until they fit. Children thoroughly enjoy singing sessions. Babies animatedly join in with the actions and toddlers choose the animals on the farm. Staff readily use sign language during these sessions and also help children to use their hands and fingers to make the signs for the animals. Children show a good interest in books and stories across the nursery. Babies independently sit and carefully turn the pages of the board books. Toddlers and pre-school children enjoy the discussions that stem from having stories read to them.

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

- The manager has a clear ambition and vision for the nursery and ensures that it continually evolves to meet the needs of the children. He understands what he wants children to learn next and how to motivate and support the staff team to do so successfully.
- Children become thoroughly engrossed in creative activities. Babies learn to use their small-muscle skills to use the tools to make marks. Staff readily introduce new words such as 'squeeze' and 'squish', extending speaking skills. They ask children's opinions through canvassing which colours of paint they want to add, and use sign language to aid in this process. Staff add other resources to extend the activity, thus extending the levels of concentration.
- Children have opportunities to explore their feelings. They learn different techniques to help them manage their behaviour. However, staff do not consistently explain the impact of their behaviour during everyday play. This means that children do not always understand why they should not act or do something in a certain way.
- Support for children with special educational needs and/or disabilities or those learning English as an additional language is good. The special educational needs coordinator is passionate about her role. She shows a precise knowledge of those children needing extra support and the importance of working in partnership with other professionals. This allows all children to make good

progress in their learning.

- Pre-school children demonstrate that they have a wide vocabulary. For example, during a creative activity where they painted pictures, they explained that their octopus had 'tentacles'. They also understood what an amphibian is and can explain the body parts of different insects. Staff working with the pre-school children continually spark conversations using effective questioning techniques.
- Children learning English as an additional language or those speaking more than one language receive good levels of support. However, staff do not purposefully explore and plan ways in which they can successfully embrace children's heritage and cultural backgrounds. This does not fully support all children's awareness of similarities and differences in their community and the wider world.
- Children have a secure knowledge of technology and how things work. For example, pre-schoolers understand that the train is operated by battery and to make it move they need to press the button to turn it on. They also comprehend the use of magnets and that one side will attract but the other repel.
- Partnerships with parents are good. Parents speak highly of the staff team and of the effective support from the manager. They report that staff are calm and attentive and that they know the children as individuals.
- Staff receive effective and continual support from senior staff and the management team to enhance their learning and professionalism. They report that they have consistent opportunities to acquire new skills and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding leads, have a secure understanding of their roles and responsibilities in safeguarding children. They know how to refer any concerns that they may have about children or adults and about the procedures for whistleblowing. Staff have regular opportunities to review and update their knowledge of child protection issues and the wider aspects of safeguarding. The manager follows safer recruitment procedures to ensure that staff caring for children are and continue to be suitable in their roles. Staff raise children's awareness of keeping themselves safe, for example when babies use tools, staff remind them about being careful of their eyes.

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

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

- build on staff's knowledge of the importance of giving children explanations as to the consequences of their actions
- increase staff's understanding of how to embrace children's cultural backgrounds and how to plan more effectively for this.

## Setting details

<b>Unique reference number</b>	2570347
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10233530
<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>	88
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01342 306500
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Busy Bees at East Grinstead registered in 2019 and is part of a national chain. The nursery is situated in East Grinstead, West Sussex. It opens five days a week from 7.30am to 6pm, all year round. The nursery receives funding for free early education for children aged two, three and four years. It employs 22 staff who work directly with children, 13 of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Helen Penticost

## 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 and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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