

Inspection of Busy Bees Day Nursery at Weston Super Mare

Bransby Way, Locking Castle, Weston-super-Mare, Avon BS24 7EU

Inspection date: 17 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 settled, secure and happy. There have been recent staff changes. However, on the day of the inspection, there was no impact on the children. Staff plan an exciting environment which motivates children's learning, so they are eager to explore and participate in activities. For example, children enthusiastically engage in an activity about the life cycle of a plant. The children have also been learning about space and the carrots soon become 'rockets'. Staff skilfully follow the children's interest by encouraging them to count backwards for 'blast off' and recall the names of planets. Staff extend children's imaginations as they discuss aliens. Later, staff help children to understand why picked flowers can no longer grow. Children independently go to fetch water for them and come back with them planted in soil. Babies and toddlers develop good physical skills. They enjoy climbing through tunnels, and staff support them well with managing to get on a see-saw and rock with their friends. Older children use foam to start forming circles and lines, ready for writing. They notice the trails their pens leave, which becomes a discussion about why certain animals leave trails and others do not. Staff know their key children well and use their observations of their interests and development successfully to challenge their learning further. For example, through toddlers' fascinations of dinosaurs, they extend their language skills, know that eggs are fragile and understand about life in the past.

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

- The newly appointed manager and deputy are currently being supported effectively through their induction by the area manager and quality adviser. The manager has high ambition for the curriculum and the quality of teaching. She has already had a positive impact and has started to carry out audits and evaluations of the provision. The manager is eager to involve staff in the decisions, so there is a strong shared commitment to continuous improvements. She has an excellent knowledge of child development and sequencing learning, to ensure that children embed new skills ready to be challenged for their next stages.
- The qualified and experienced room leaders provide good support for the staff. They help new staff to understand the routines and children's needs, and they provide advice and assistance. For example, when babies get upset, they check the key person can manage and offer ways to help settle them.
- Children are confident communicators. Staff speak several languages and provide good support for children who speak English as an additional language. They focus on supporting children's skills in English, but also enable children to use their home language so that they feel valued and included. Staff engage children well in enjoying books, using resources to hold their attention and help them to remember. However, sometimes, staff ask too many questions and do

not give children enough time to respond. In addition, they occasionally use words that are inappropriate for children's stage of development.

- Children behave well. They share, take turns and help each other. Staff support children's emotional development successfully. They help older children to discuss and understand their feelings. Staff are gentle and reassuring with babies, which helps them to feel secure. Children develop strong relationships with staff and each other.
- Parents are very positive about the care and learning their children receive. They particularly praise the caring staff. They work together well to support children's learning and development at home and at nursery. However, parents comment on feeling a little anxious about the lack of information on staff changes.
- Children develop good independence as they manage their healthy practices. For example, staff have made drinks more visible for babies, to enable them to indicate more easily when they may want a drink. Toddlers get a tissue to blow their nose and use mirrors to check that they are clean. Older children discuss the importance of healthy food and the effect it has on their body and teeth.
- Staff are good role models for learning. They let children know how they can find the answer to something they do not know. For example, they explain to older children that a label tells them that a particular exotic fruit is called a papaya. Children develop resilience and confidence through sensitive support from staff. For example, when children say they cannot hang their coat up, staff declare that they can because they believe in them. When children manage independently, they are delighted and run to staff for a cuddle.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of safeguarding children and know how to escalate any concern outside of the organisation. Staff receive training, and senior staff regularly question them to check their understanding of procedures. Good practices ensure that children with dietary requirements only have the food they should. For example, one member of staff wears a red apron and takes responsibility for supervising them. Children learn good practices to keep themselves safe. For example, they know they wear sun cream and hats to stop the sun burning them. Older children carry out their own risk assessments of the garden, and staff talk to children about safe choices.

What does the setting need to do to improve?

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

- focus staff development on using language that is appropriate to children's age and stage of development and giving children time to think and respond to questions

- improve communication with parents to keep them up to date with changes to the structure of the nursery.

Setting details

Unique reference number	EY222370
Local authority	North Somerset
Inspection number	10218622
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	100
Number of children on roll	121
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01934 519850
Date of previous inspection	22 August 2016

Information about this early years setting

Busy Bees Day Nursery at Weston Super Mare registered in 2008. It is open from Monday to Friday all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery employs 23 members of staff. Of these, two hold qualified teacher status and one holds early years professional status. One member of staff has an appropriate early years qualification at level 7. Two members of staff hold appropriate early years qualifications at level 6, and one holds a qualification at level 5. There are 10 members of staff who hold appropriate early years qualifications at level 3, and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Elaine Douglas
Sarah-Louise Clements

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the quality adviser led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspectors talked to staff, parents and children during the inspection and took account of their views.
- The manager and an inspector carried out a joint observation in the pre-school room and discussed the quality of teaching and learning.
- The inspectors observed the quality of education in all rooms and outdoors and assessed the impact on children's development.
- The inspectors held a leadership and management meeting with the manager, area manager and quality adviser. They discussed safeguarding and checked relevant 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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