

Inspection of Busy Bees Day Nursery at Reigate

Lesbourne Road, Reigate, Surrey RH2 7JP

Inspection date: 18 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very settled in this warm and welcoming nursery. Babies form strong attachments with their key person. Older children are engaged enthusiastically with staff as they design and build models. They use their thinking skills effectively to work out which parts they need to connect to make their 'aeroplane'. The interactions from staff help children feel safe and secure.

All children demonstrate a positive attitude to learning, including children with special educational needs/and or disabilities (SEND). Children experience a range of activities that support their physical development. For example, they try balance beams and ball games outside. Other activities, such as sand and water, are set up to excite children's imaginations. Babies explore their senses and giggle as they splash in the water trays. This supports children's large- and fine-muscle development.

Children become confident communicators. Staff introduce new vocabulary and provide commentary as children play. Babies babble and repeat words and show an interest in their favourite stories. Older children have meaningful conversations with staff and share their ideas.

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

- The newly appointed manager is passionate about her role and has worked hard with staff to address the actions raised at the previous inspection. As a result, the quality of care provided for children is good and staff morale is positive. The manager has reviewed the layout of the baby room to improve staff deployment and interactions with younger children during care routines. For example, staff recognise when babies are deeply engrossed in stories and adapt the care routines so as not to interrupt the learning opportunities.
- The manager has provided training and coaching to ensure hygiene across the nursery is good. For example, they have added self-care stations for the children. Additionally, routines such as mealtimes, have been reviewed and improved. For instance, staff are now allocated to tables to support the children. They are quick to notice if a child drops their cutlery so they can replace it with a clean set. This supports children's health.
- The staff in each room create a curriculum for the children in their age range. For example, babies are supported with their physical development as they learn to walk. Older children remember previous learning. For instance, staff challenge them as they count beyond 20. They show an interest in learning the different letter sounds and some are able to use this knowledge to name objects. However, some of the activities staff plan in the younger rooms are too broad. Staff do not always focus precisely enough on what they want children to learn.

Although children enjoy activities, the learning opportunities are sometimes limited.

- Children develop strong friendships with their peers. They are kind and respectful to each other as they make up rules for imaginative games. Staff are positive role models and use a range of strategies to help children learn about their emotions. For example, picture cards and gestures are used effectively to help children learn to share and be kind.
- Mostly, children develop their independence skills well. For example, they feed themselves at mealtimes. However, some staff step in too quickly and help with tasks that children are able to do for themselves, such as washing their hands and putting their shoes on. This does not offer the best possible encouragement for children to confidently practise these skills.
- Staff identify children with SEND. They use advice and support from the other professionals to plan specific support for children. This helps staff deepen their knowledge to support children's individual needs.
- Parents are extremely complimentary about the quality of care and education offered by the staff. They appreciate the daily feedback about their child's care and learning. Parents say that their children are very well prepared for school.
- The manager gathers feedback from other childcare professionals to help make positive changes that effectively promote children's learning and development. For example, they have identified that due to staff changes, the quality of teaching is not fully consistent. There is an action plan in place to address this. However, plans are not currently embedded well enough to have any notable impact.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to keep children safe. They know what action to take if they have a cause for concern about a child's welfare. Staff understand the local procedures to follow should they need to report a concern about a child's welfare or concerns over an adult. Regular in-house training is used to ensure that staff develop a breadth of safeguarding knowledge. The manager ensures all staff have a robust induction. Effective recruitment and vetting processes are in place to ensure adults working with children are suitable.

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 promote children's independence and self-care skills more effectively and consistently
- embed further the arrangements to coach and support staff to help them more precisely identify what they want young children to learn from activities.

Setting details

Unique reference number	EY153169
Local authority	Surrey
Inspection number	10210068
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	98
Number of children on roll	106
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01737 249109
Date of previous inspection	27 September 2021

Information about this early years setting

Busy Bees Day Nursery at Reigate registered in January 2002 and is part of the Busy Bees Day Nurseries (Trading) Limited. The setting is open Monday to Friday, from 7.30am to 6.30pm, all year round. The nursery is located in Reigate, Surrey and is in receipt of funding for the provision of free early education to children aged two, three and four years. A team of 29 staff work with the children. Of these, 17 staff hold relevant early years qualifications.

Information about this inspection

Inspector
Kelly Lane

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 talked to staff and children at appropriate times during the inspection and took account of their views.
- Parents provided verbal feedback during the inspection. The inspector took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager discussed her evaluation of the setting with the inspector. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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