

# Inspection of Busy Bees@Maidenhead

St Joseph's Church, Cookham Road, Maidenhead, Berkshire SL6 7EG

---

Inspection date: 12 September 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	Good
----------------------------------------------	------

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

### The provision is good

Children are warmly greeted by staff. They separate from their parents with ease and even the young babies settle swiftly. Babies' individual needs are sensitively supported and their care routines from home are acknowledged and followed. Babies have close relationships with the adults who care for them. They enjoy many sensory experiences such as exploring flour and sand play. Babies sit comfortably with staff and together they grasp and handle various tools. This supports their emotional and physical development and helps them to feel safe and secure.

Children enjoy a range of activities that interest and excite them. For example, in the pre-school room, children are eager to learn about and observe exploding volcanoes. They delight as the colour liquid reacts and begins to bubble and froth. Children behave well and follow staff's instructions. They show a good understanding of the routine at nursery. Children's physical skills are supported well as they run, balance and climb on the outdoor equipment. They are eager to use various wooden planks and blocks to make their own obstacles. Overall, children make good progress in preparation for their next stage, including their move to school.

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

- Recent changes in the leadership structure, and support from the provider's management team, have made positive improvements. Changes have been made to ensure staff supervise children effectively so that children can have fun playing and learning in a safe environment. Leaders have a clear vision for the nursery. They are keen to make further changes that have a positive impact on the children's development, such as refurbishing the nursery garden to offer more experiences for children to explore outside.
- Overall, staff plan a broad curriculum to support children's interests and development. Children benefit from a language-rich environment. All staff engage with the children and talk to them about what they are doing. Some staff demonstrate stronger teaching techniques as they deliver small-group activities. They focus on children's listening and attention skills, and create awe and wonder as they explore new concepts. However, not all staff are clear about what it is they want children to learn, or consider how they can sequence and provide even greater levels of challenge.
- Staff encourage children to enjoy books throughout the nursery. Children listen to favourite stories, anticipating and predicting what happens next. They know and remember words and associated actions to familiar songs.
- Children are curious and motivated learners. Children's behaviour is good, and they understand what is expected of them in the nursery. They are supported to

play cooperatively together, share and take turns. Older children show good manners, with occasional reminders to say 'please' and 'thank you'.

- Staff support children's physical development well. Children enjoy fresh air and exercise, and love to explore the outdoors. Babies have access to an area which has been planned to support areas of their development. Children scoop mud into pots and enjoy throwing balls into buckets. They take it in turns to ride bicycles. Throughout the setting, children are given lots of opportunities to manipulate a variety of textures such as paint, play dough, sand and water. Children are adept at pouring and refilling and moulding various media into different shapes and patterns.
- Staff work well in partnership with parents. Parents have good opportunities to discuss their children's learning and progress. They have access to a wide range of information. This includes information via an online application and daily opportunities for verbal updates.
- Leaders have a good understanding of what the setting does well and what it needs to improve. Overall, they observe and evaluate staff practice to support the quality of teaching. Staff benefit from regular staff meetings and feel supported in their professional development. However, leaders have not fully implemented and embedded ways to monitor the impact of staff training, to build upon and sustain the quality of staff's wider knowledge and practice.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff demonstrate a shared understanding of their roles and responsibilities in keeping children safe. Leaders ensure that staff are suitable to work with children as they are recruited. Regular supervisions provide staff with the opportunity to raise any concerns they may have. Staff receive up-to-date training and discuss safeguarding issues through frequent staff meetings. They are aware of signs of abuse and neglect, and know the local referral procedures to follow if they have a concern. Staff follow suitable risk assessments to identify and successfully minimise potential risks in the nursery.

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

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

- develop staff's knowledge of the curriculum intent to ensure it is reflective of all children's needs, and builds on children's learning to provide greater levels of challenge
- continue to make greater use of supervision, support and coaching to ensure all staff fulfil their roles and responsibilities and understand training, particularly with regard to the 'Prevent' duty.

## Setting details

<b>Unique reference number</b>	EY243905
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10250635
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	66
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01628 623777
<b>Date of previous inspection</b>	31 May 2017

## Information about this early years setting

Busy Bees@Maidenhead registered in 2003. It operates from St Joseph's Centre in Maidenhead, Berkshire. The nursery is open each weekday from 7.30am to 6.15pm for 51 weeks of the year. It is closed on bank holidays and for a week at Christmas. The nursery employs 20 staff. Of these, 11 hold relevant childcare qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager, deputy manager and inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children, and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including staff qualifications and evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022