

Inspection of Busy Bees Day Nursery at Woking

50 Cavell Way, Knaphill, Woking, Surrey GU21 2TJ

Inspection date: 21 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from warm relationships with their key persons. They happily wave to their parents as they enter the setting, eager to play. Babies put their arms out to their key person before they quickly settle into activities. Overall, children behave well. They understand the rules and boundaries of the nursery and routinely follow these with few reminders required from staff. Babies and toddlers enjoy interacting with older children. This supports them to settle easily when it is time for them to move into the next room. Children have access to a range of stimulating resources based on their interests and next steps in learning. They develop good concentration skills. For example, the youngest children manipulate a water and sand mixture in their fingers and explore the marks they make using different tools. Older children develop their communication and language skills. For example, they explore sensory-basket activities with lots of language and discussion about how objects feel. Children enjoy exploring with their imaginations as they play in the role-play area, expanding their vocabulary with skilful staff as they have discussions about fruit. Older children are supported well with their physical skills. For example, staff provide paper, pens and scissors. They proudly share their achievements with those around them as they use the scissors correctly.

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

- The newly-appointed manager is having a positive impact on the nursery. She is introducing new ideas which staff are implementing effectively. For instance, staff are being supported with settling children into nursery. Older children now have a 'school council' which is a strategy helping to empower children to have their say in their learning. In addition, the procedures for supervising children moving around the nursery with staff have been recently reviewed to help ensure children remain safe.
- The nursery management team is highly experienced. Staff attend some useful training and are given the opportunity to offer their own ideas that bring about further improvements. That said, some staff have not yet received enough individualised and targeted support to raise the quality of their practice to the highest levels across the nursery.
- The daily routine is generally well planned, with free play and child-led activities. However, during some transitions with the youngest children, the routine is less organised, such as when preparing for snack or getting ready for the garden. On these occasions, some children lose focus, become unsettled and behave less well. Learning is less effective at these times.
- All children enjoy frequent opportunities to share stories and sing. Babies smile and giggle as they copy actions to songs and use instruments. They are developing language and are engaging in activities, forming bonds with adults.

- Overall, the setting has good partnerships with outside agencies and parents. Support offered to children is well thought out. For example, transitions to school are well planned. This helps children feel secure and be ready for school. Although parent partnership is something that the management team has worked hard on, they do not always consider how to support all parents to fully understand what it is their children are learning next. This reduces continuity for some children's learning from nursery to home.
- The manager and staff have high expectations for all children. This includes children who are funded and those with special educational needs and/or disabilities. Overall, children make good progress from their starting points and gain the skills needed for future learning. The manager works closely with staff to monitor children's learning and identify any gaps in their development. Children develop good physical skills. The youngest children explore how they can move their bodies, such as by walking up steps and finding different ways to come down slopes, while older children develop good coordination and balance as they complete obstacle courses.
- Children show perseverance. For example, they practise collecting small objects from water. Staff offer encouragement in the form of praise, which children respond well to, as they smile and repeat the skill. This helps build children's positive self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager routinely speaks to staff to check their understanding of new safeguarding information and issues. For example, the manager ensures that the supervision of staff includes regular opportunities for them to discuss any safeguarding concerns they may have. The manager and staff know what signs of abuse to look for to help keep children safe and how to correctly make referrals about concerns regarding the welfare of children. Thorough arrangements are in place for the recruitment of staff to help ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen support and coaching for staff to help maximise teaching to the highest level
- review how children's development is shared with parents to help ensure that all parents feel fully informed about their children's learning, helping this to be continued at home
- focus more on the organisation of routine transition times so children remain fully engaged and prepared for transitions.

Setting details

Unique reference number	160645
Local authority	Surrey
Inspection number	10252071
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	115
Number of children on roll	114
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01483 797966
Date of previous inspection	4 January 2018

Information about this early years setting

Busy Bees Day Nursery at Woking, which is part of Busy Bees Day Nurseries, registered in May 2001. The nursery building is situated in Knaphill, on the outskirts of Woking, Surrey. The nursery receives funding for the provision of free early education sessions to children aged two, three and four years. Opening hours are from 7.30am to 6pm each weekday, throughout the year. The nursery closes for bank holidays. The nursery employs 42 staff, of whom 33 hold a relevant childcare qualification at level 2 or above and one staff member holds a qualification at level 5.

Information about this inspection

Inspectors

Claire Boparai
Jane Franks

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager has taken that into account in their evaluation of the nursery.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out a joint observation of the interactions between staff and children with the manager.
- The inspectors 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.

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