

# Inspection of Busy Bees Day Nursery at Sale

90 Glebelands Road, Sale, Cheshire M33 6LU

---

Inspection date: 23 September 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 Outstanding

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

### **The provision is good**

Children of all ages enjoy days full of interesting learning at this nursery. They arrive eager to play with their friends. Due to the restrictions of the COVID-19 pandemic, leaders had noticed some children come in happier when parents do not enter the nursery. Parents can now choose to drop off at the door or accompany their children into the rooms, where staff greet them warmly. Older children show their curiosity and imagination during outdoor play. They climb on low-level beams and pretend to jump into the sea. Younger children laugh as they splash in water and carefully pour it between containers. Staff encourage children to explore the texture of pumpkins. They use spoons and knives to safely scoop out and mix the seeds. Activities, such as these, help children to develop strength in their hands in readiness for when they start to write.

Children concentrate intently as they listen to interesting stories. Children show that they feel safe at nursery as they are keen to involve staff in their play and discussions. Babies approach staff for comfort, particularly when they are feeling tired. Staff have high expectations of all children. They use praise consistently. As a result, children behave well; this will benefit them when they start school.

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

- Staff are enthusiastic and motivated. They are led by leaders who strive to provide a high standard of care and education. Staff practice is monitored regularly. However, feedback and professional development opportunities offered to staff are not always sharply focused to ensure that the highest quality of teaching is consistently achieved.
- Children learn about those who help them in the community. For example, they read books and discuss how the emergency services help people. This helps children develop respectful attitudes. However, opportunities to learn about the culture and heritage of those attending the nursery have not yet been fully explored. This means children's understanding of diversity in modern Britain is less well developed.
- Staff say that they are valued and respected. Management values staff well-being; they ensure staff are recognised for their hard work. However, some inexperienced staff are responsible for a high number of key children. These members of staff have a large workload and do not always plan incisively enough for what children need to learn next. As a result, some children do not always learn skills in the right order.
- Managers focus the curriculum on communication and language development for all children. Staff's interactions with children are of good quality. They consistently model correct language and ask children questions that start lively discussions. Children of all ages enjoy interactive and enjoyable song and

storytelling sessions. These activities help children to become confident communicators.

- Children are physically active. They happily climb and run outside in the fresh air and join in with dancing and yoga classes indoors. Staff support children to learn about keeping their teeth healthy through toothbrushing and eating healthy foods. Children are independent; they serve their own food for lunch and pour their own drinks from a water fountain throughout the day. As a result, children know how to make choices to benefit their health.
- Partnerships with parents are strong. Parents feel supported and give positive feedback about the nursery. They receive detailed information about their children's experiences. The manager provides parents with access to an extensive lending library. This means children can take a book home and share with their families. As a result, children look forward to swapping their book and develop a real love of reading.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's welfare or the practice of another member of their team. Leaders ensure staff keep their knowledge and skills up to date. Risk assessments of the environment are carried out daily; older children help with this task. As a result, children learn how to keep themselves safe.

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

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

- focus opportunities for staff development more precisely, to improve staff knowledge of the areas that they teach so that teaching is always of the highest quality
- enhance opportunities for all children to celebrate their own cultural background and to understand differences and similarities between people, cultures and communities different to their own
- review the key-person system to ensure that all staff can consistently support children to make the best possible progress.

## Setting details

<b>Unique reference number</b>	960724
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10109665
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	76
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0161 976 6125
<b>Date of previous inspection</b>	26 April 2013

## Information about this early years setting

Busy Bees Day Nursery at Sale registered in 2001 and is located in Sale, Manchester. The nursery is managed by a limited company and employs 23 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds a qualification at level 5, 14 hold qualifications at level 3 and one holds a qualification at level 2. Two members of staff have qualified teacher status. The nursery operates Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Deborah Magee

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- 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 managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out joint observations of activities and evaluated the effectiveness together.

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