

Inspection of Busy Bees Day Nursery at Kettering Venture Park

Lamport Close, Kettering Venture Park, Kettering, Northamptonshire NN15 6XY

Inspection date:

28 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are thrilled to arrive, as they confidently find their rooms eager to see what is on offer. They thoroughly enjoy a stimulating range of interesting resources and thoughtfully planned activities. For instance, babies laugh as they make animal noises while splashing rubber farm animals in muddy trays. Staff support their early language skills as they name the different animals for babies to repeat.

Children receive high-quality care and education through exceptionally well-planned play experiences. Young children become deeply involved as they touch dry grass, jump in water and use foam to create snow as they follow a story. Children's independent learning is enhanced as older children follow visual instructions on how to make 'play dough pizzas' for the restaurant. They explore different colours, textures and smells, as they pump coloured water into flour and mix it together. Staff skilfully build on children's vocabulary. They introduce new words, such as coriander, basil and parsley, as children add fresh herbs to their play dough, describing the smell as 'fresh and fragrant.'

Children build exceptional bonds with staff and flourish in their care. They develop excellent social skills and play together harmoniously. Toddlers independently access the water dispenser and pour drinks for themselves and their friends. Staff help children become independent thinkers and encourage them to solve problems. For example, older children come up with a solution to why 'the go-kart won't move.' They work together to change the wheels, showing pride as they successfully complete their task.

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

- Leaders carefully design an inspiring curriculum, which progressively builds on children's knowledge and skills. Children's key persons expertly follow children's interests to keep them highly engaged in all that they do. This means that children are exceptionally well prepared for their next stages in learning, including their eventual move to school.
- Staff are warm and responsive towards the children's needs and help them to feel safe and secure in their environment. They encourage children to share photos of their families and display these for children to see, which prompts discussion. This supports children's well-being and helps their understanding of their own identity.
- Staff are fantastic role models, which results in children displaying excellent behaviour. Children understand the rules and staffs' high expectations. For instance, children follow the rules of forest school and kindly remind each other that, 'we don't pick or lick' the red berries, explaining that they are 'poisonous.' Children learn to risk assess their environment. They follow gentle reminders to

point the sticks they carry to the ground to keep each other safe.

- Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language make incredible progress. The staff obtain information from parents, such as music and books children enjoy at home. They also learn key phrases used with children at home and implement these into daily routines to support children's understanding and build their self-esteem. The special educational needs coordinator has an excellent knowledge of how to assess and support individual children's learning. She works closely with families and outside agencies to create effective support plans to aid children's development.
- Children's understanding of how to keep healthy is embedded from the first day they start at the nursery. For instance, toddlers start to understand the importance of oral health as they practice teeth brushing, using brushes to 'clean off the germs' from the large plastic teeth. Older children visit the allotment to pick vegetables they have grown to 'make delicious soup.' Babies move heavy objects as they play, building their strength and keeping themselves physically active.
- Partnerships with parents are incredibly effective. The parent council meets termly to share ideas and provide feedback to the manager. Parents are deeply involved in the development of the nursery and contribute their time and skills. For example, staff and parents worked together in their own time to clear land for the allotment to provide children the opportunity to grow their own vegetables. Parents highly praise the nursery and are fully aware of their children's development and the learning that occurs.
- The manager ensures staff's welfare is given high priority. Staff have the full support of leaders to enhance their knowledge and fulfil their professional ambitions. The company has a mental-health programme, which results in staff feeling incredibly well supported and valued. New staff are given thorough inductions and information prior to starting work. This ensures they are prepared and confident from the start of their employment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the manager ensure that safeguarding children is a priority within the nursery and share safeguarding procedures with staff, visitors and parents. Leaders ensure that staff have an up-to-date and comprehensive understanding of local safeguarding concerns. Staff are extremely confident about the procedures to follow if they have a concern about a child or about the conduct of a colleague. They have access to a whistle-blowing hotline if they feel unable to discuss concerns about a colleague with the manager. Staff follow stringent risk assessments and understand emergency procedures for all aspects of nursery. Older children learn how to risk assess play areas. They take delight in the responsibility of keeping others safe.

Setting details

Unique reference number	220026
Local authority	North Northamptonshire
Inspection number	10234355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	06 to 3
Total number of places	112
Number of children on roll	78
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01536 525566
Date of previous inspection	27 October 2016

Information about this early years setting

Busy Bees Day Nursery registered in 1999 and operates from Kettering Venture Park, Kettering, Northamptonshire. The nursery is open from 8am until 6pm, all year round, with the exception of bank holidays. The nursery employs 26 members of staff. Of these, 15 hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector 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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