

Inspection of Barts Busy Bees

St. Bartholomew's Church Hall, Vicarage Road, Penn, Wolverhampton, West
Midlands WV4 5HU

Inspection date: 6 October 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children relish their time in this delightful, inspiring environment. The nursery is a hive of learning, where children engage in a wealth of rich and exciting activities and experiences.

Children develop a strong sense of belonging, develop high levels of independence and 'can-do' attitudes. For example, when they arrive, they hang their coats and belongings on their designated peg. They confidently retrieve their packed lunches from their bags at lunchtime. Children develop a secure knowledge of the benefits of a healthy lifestyle. For example, they confidently explain that 'teeth go bad, if you leave the germs on them'. Children learn the importance of good hygiene practices. They independently use the 'nose-blowing station', placing used tissues in the bin and washing their hands afterwards.

Children are polite and respectful to staff, visitors and their friends. They are exceptionally kind to each other. For example, a child pats another child's back when they cough and asks, 'are you ok?'

Children's understanding of mathematics is superbly promoted by staff at every opportunity. Children use language of size as they play, they learn to count and recognise numbers. All children, including those with special educational needs and/or disabilities (SEND) and those learning English as an additional language, make rapid progress in their learning from their starting points.

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

- The manager and staff have devised a highly inspirational and well-sequenced curriculum, which covers all areas of learning, spikes children's curiosity and is meticulously matched to children's learning needs and interests.
- The manager's meticulous monitoring of children's progress helps her to identify gaps in children's learning and development. She ensures rapid intervention when children need extra help and provides effective small-group sessions, one-to-one support and works closely with outside agencies when necessary. The manager ensures that any additional government funding received is used to help to address any gaps in children's learning.
- The manager monitors staff performance through regular supervision, peer reviews and appraisals, to support them to reflect on their practice and to identify further professional development needs. This results in a highly motivated and enthusiastic team who are extremely knowledgeable about their role.
- The manager and staff undertake extensive self-evaluation. They constantly review the environment and children's engagement. They make changes where

necessary so that the environment is always meticulously matched to children's learning needs and interests. The provider has added a superb new learning area outdoors, to support children who prefer to learn outdoors.

- Staff reinforce their expectations of children's behaviour exceptionally well. They sing a song when it is tidy-up time and children respond positively. Children demonstrate exemplary behaviour. They are respectful and polite.
- The kind and nurturing staff constantly strive to ensure they meet children's needs at all times. Children enjoy tremendously warm and positive relationships with them. For instance, they run to staff for impromptu hugs as they move between activities.
- Parents are overwhelmingly positive about the 'brilliant staff' and say 'I don't know what I would have done without them'. Parents talk about the excellent progress their children make, particularly with their language skills and confidence. They say support for children with SEND is a 'real strength of the nursery'.
- The staff team boast an incredible knowledge of child development and the skills children need for future learning. For example, staff are aware that children need to develop their small-muscle skills, language, memory and concentration before they develop the ability to write effectively. Staff include extensive opportunities for children to develop these skills. For example, older children independently make dough with confidence. They follow the recipe in the form of a sequence of photos, provided by the staff. Children manipulate the dough, using their fingers and different tools as they push, squash, squeeze and shape it.
- The quality of teaching is outstanding. Staff plan for children's precise learning needs and interests. Their interactions ignite children's thirst for learning. Staff promote children's communication skills exceptionally well. For example, they use songs, discussions and stories to introduce a wealth of vocabulary. Children who are non-verbal are completely enthused and beam with delight as they join in, using the sign language taught by the staff. Staff encourage children to use their developing language to recall previous topics and events. This helps staff to reinforce and consolidate children's prior learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers have robust recruitment procedures in place to help to deem staff suitable to work with children. Managers and staff have a clear understanding of their duty to protect children and keep them safe from harm. They have a superior knowledge of the possible signs of abuse and are confident of the reporting procedures. Children develop a wonderful knowledge of how to keep themselves safe. For example, they check that the grapes in their lunch boxes are cut into small pieces 'so we don't choke'. Staff supervise children at all times. Staff complete accident forms and parents are informed of incidents at the earliest opportunity.

Setting details

Unique reference number	EY538523
Local authority	Wolverhampton
Inspection number	10236789
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	24
Name of registered person	Busy Childcare LLP
Registered person unique reference number	RP538522
Telephone number	07855 915289
Date of previous inspection	8 December 2016

Information about this early years setting

Barts Busy Bees registered in 2016. It operates a nursery from 8.15am until 3.45pm, Monday, Wednesday, Thursday and Friday during term time only. The nursery employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 to level 4. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and viewed evidence of the suitability of those working with children.
- The inspector spoke to parents during the inspection and took account of their views. The inspector also spoke to children throughout the inspection.

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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