

# Inspection of Busy Bees Day Nursery at Norwich Airport

Delft Way, Off Amsterdam Way, Norwich Airport, Norwich NR6 6BB

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Inspection date: 7 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 demonstrate they feel happy and safe at this friendly nursery. They arrive with big smiles and separate from their parents with ease. They develop good levels of confidence and a willingness to try new activities. For example, babies enjoy the feeling of handling sensory objects. They become fascinated with the feeling of scrunched-up foil. Children in the pre-school room glue buttons onto doilies to make puppets. They make choices about the overall design and proudly show off their finished product.

Children display good behaviour and an awareness of the routines and expectations. For example, young children work together to roll out mattresses for an afternoon nap. They show independence as they locate their own 'sleep tray' to find comforters and blankets. Children are kind and affectionate. For example, pre-school children hold hands and embrace each other with a hug. Toddlers snuggle next to each other to share books.

Staff are positive role models and treat all children with respect. When there are minor disputes, staff gently remind children to take turns. This contributes to children's growing ability to regulate their own behaviours. Staff frequently praise children and tell them, 'Well done'. This helps to develop children's self-confidence.

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

- The curriculum builds on what children already know and can do. Staff plan activities and experiences to help all children make progress. They can confidently explain where children are in their development and what they need to do next to support their learning. All children, including those with special educational needs and/or disabilities, make good progress over time. The manager uses additional funding to provide targeted support to help children succeed.
- Children have secure bonds with staff. They wrap their arms around them affectionately and involve them in their play. For example, pre-school children make pretend hot chocolate in the mud kitchen. They 'serve' it to staff and explain it might burn their tongue. Staff know children very well and understand what makes them unique. This helps children to settle quickly.
- Babies are very well cared for. Staff ensure the environment is calm and nurturing. Babies grasp low-level furniture and pull themselves up into a standing position. They smile and clap their own achievements. Staff praise babies' efforts, which supports their self-esteem. Babies sleep comfortably in a dedicated sleep room, with calm music and soothing lights. Staff sing lullabies to wake babies and gently introduce them back into their play.
- Children benefit from plenty of fresh air and physical exercise in the spacious,

outdoor area. This helps promote their good health. Children show high levels of engagement in outdoor activities. For example, young children use climbing frames and become engrossed in filling containers with sand. Older children throw footballs and balance on stilts.

- Parents are very happy with their children's care and learning. They say the nursery feels like an 'extended family' due to the staff's welcoming nature. They appreciate the extensive range of activities and opportunities the nursery provides. Parents feel they are kept well informed of their children's progress via daily handovers and an online platform.
- Leaders nurture a strong team ethos. The manager is keen to extend staff's skills further. She arranges regular supervisions to encourage staff to evaluate their own practice. She fosters a culture of ambition whereby staff are encouraged to take on new roles within the nursery. Staff morale is good and they report they love working at the nursery.
- Children engage in frequent interactions with their key person. When staff talk to children, they get down to the children's eye level. That said, staff do not consistently extend children's vocabulary or language development through their interactions.
- Staff in the pre-school room engage children in a variety of group activities. However, at times, staff do not challenge children enough during activities to further enhance their learning and development.
- Younger children's needs are not always met promptly. For example, staff are slow to notice when children have wet clothes after playing with a water activity.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff complete regular training to keep their awareness of child protection issues up to date. They know the possible signs and symptoms of abuse and neglect and show an awareness of wider safeguarding issues, such as county lines. Staff know how to identify and report concerns regarding the behaviour of an adult. The manager is meticulous in ensuring all staff have a working understanding of safeguarding and she regularly uses questioning techniques to 'test' this. Leaders have sound recruitment and induction procedures in place to help ensure staff are suitable to work with children. Staff provide a safe and secure environment for children through regular checks and risk assessments.

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

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

- ensure that younger children's care needs are met promptly
- enhance staff knowledge and understanding of how to help children build a wide vocabulary

- help staff working with pre-school children to understand how to provide children with the appropriate challenge, to further extend their learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY152321
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10233095
<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 5
<b>Total number of places</b>	112
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01603 788814
<b>Date of previous inspection</b>	19 December 2018

## Information about this early years setting

Busy Bees Day Nursery at Norwich Airport registered in 2002. The nursery employs 18 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, 10 hold qualifications at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Helen Oakden

Gail Warnes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager led the inspectors on a learning walk and talked to them about what they want children to learn.
- The inspectors observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the lead inspector carried out a joint observation together.
- Staff and children spoke to the inspectors at appropriate times throughout the inspection.
- Parents shared their views of the nursery with the inspectors.
- The manager provided the inspectors with a sample of key documents on request.

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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