

Inspection of Busy Bees Nursery School

Beck House, St. Johns Street, Beck Row, Bury St. Edmunds, Suffolk IP28 8AA

Inspection date: 13 October 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 show good attitudes to learning. They have access to activities that are well planned and linked to their individual needs. Older children show high levels of engagement and concentration. For example, they focus intently as they use pipettes to transport water from one container to another. They show increasing skills, as they use tweezers to pick up small pasta shapes from underneath their 'spider's web'. They chat with their friends as they use play dough to roll and squeeze their creations to make dinosaur birthday cakes. This helps to develop children's hand muscles and hand-to-eye coordination, to aid their early writing abilities.

Children benefit from plenty of opportunities throughout the day for fresh air and exercise in the extensive outdoor area. The children can participate in forest school sessions daily and explore a range of exciting activities, which support their knowledge of the world. Children show great enjoyment when searching for different leaves in the woodland area to use in their creative activity. They excitedly show staff and friends what they have found. They show high levels of interest, when staff point out the features of the leaves, for example the veins.

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

- Managers have high ambitions for staff and children, and they monitor and adapt the provision well. For example, they adapt the learning environment following observations of the children. This makes learning relevant and ensures that children make good progress.
- Children have many opportunities to learn about the natural environment and living things. They have access to an extensive outdoor space, which includes a forest school area and a farm with alpacas, chickens and ponies. This gives children hands-on experiences; for example, they help raise the chickens from eggs.
- Staff read stories with enthusiasm and children enjoy looking at books independently. The children excitedly re-enact stories, which stimulates their imagination and encourages their communication and language development.
- Older children behave well. They listen to instructions from adults and respond positively to the routines of the day. Younger children's behaviour is not as well supported. Children frequently disagree over toys and resources. Staff do not have the time to focus on children's poor behaviour as new children need their support to settle into the setting. Consequently, when children display poor behaviour, this is not challenged to help them understand how their behaviour affects others.
- Hygiene practices are not consistent across the setting. Staff encourage children to wash their hands at key times during the day, such as before eating and after

using the bathroom. However, on occasion, good hygiene procedures are not followed. When some children have runny noses, these are not immediately seen to by staff. Furthermore, staff do not always wash their hands after wiping children's noses. This poses a risk of cross-infection.

- Partnerships with parents are extremely positive. Parents value the feedback given to them. They are kept informed of their children's day, and staff provide activity ideas to parents so that they can continue their learning at home. Staff work closely with families and other professionals to ensure, that children who need extra support continue to make good progress. Additional funding is used well. Staff provide targeted one-to-one support and resources that promote children's individual learning and development.
- Staff well-being is a strong focus for the management team. Staff express that they are happy in their roles and enjoy working in the setting. Managers provide staff with feedback to improve their practice, at regular supervision sessions. A calm space has been developed in 'the yurt' for staff to take time out from a busy environment. This creates a positive culture where staff feel valued and respected.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern regarding a child's well-being. The manager ensures all staff complete regular safeguarding training to keep their knowledge up to date and tests this knowledge through quizzes. Staff are aware of wider safeguarding issues, such as female genital mutilation and county lines. Robust recruitment and induction procedures are in place to ensure staff are suitable to carry out their roles. Children are well supervised in both the indoor and outdoor environment, to ensure that they remain safe.

What does the setting need to do to improve?

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

- support staff to promote children's positive behaviour and to help children gain a better understanding of how their behaviour affects others
- strengthen personal care and hygiene routines, to ensure that children's needs are consistently met.

Setting details

Unique reference number	251744
Local authority	Suffolk
Inspection number	10234421
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	111
Number of children on roll	174
Name of registered person	Busy Bee Montessori Nursery School Limited
Registered person unique reference number	RP519118
Telephone number	01638 718249
Date of previous inspection	18 October 2016

Information about this early years setting

Busy Bee Montessori Nursery School Limited registered in 1982. The nursery employs 30 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lyndsey Barwick
Shelly McDougall

Inspection activities

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

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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