

Inspection of Busy Bees at Countesthorpe

The Old School House, Leicester Road, Countesthorpe, Leicestershire LE8 5QU

Inspection date: 25 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 throughout the nursery play happily and are focused on their learning. Attentive staff quickly engage children in meaningful activities when their attention starts to wander. Children are developing a love for literacy. Reading stories is embedded as part of the daily routine for children of all ages. As children grow older, they demonstrate how they can handle books with care as they self-select reading as an activity of choice. Children embrace the cuddles that the staff offer. They are comforted by the closeness that they receive, which promotes their emotional development.

Children show great excitement as they go outside to learn about the solar eclipse. Staff spontaneously act on this rare natural occurrence to teach children about the world around them. Children build their vocabulary as they learn that the word 'solar' means 'sun'. They recognise the risks associated with looking directly at the sun. Children correctly explain that this would burn their eyes because the sun is hot. Instead, staff teach children how they can safely investigate the sun's appearance by examining shadows. Children quickly follow the instructions given to them and group around the sun's shadow in an orderly way. They enthusiastically share their learning.

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

- The management team have focused recent staff training on extending children's learning, paying particular attention to children's communication and language development. Staff have used their learning to deepen children's understanding of the words they use to name and describe objects. For example, when a younger child uses the word pasta, a member of staff explains that the pasta is called spaghetti. This contributes to children's vocabulary growth and knowledge of language.
- Staff have designed a curriculum where children can confidently progress in their learning to secure new skills. Younger children practise using a jug in the water tray to pour liquid into cups. This helps them to steady their hand control and learn the technique they will need to serve themselves a drink. Older children demonstrate the skills they have perfected over time as they confidently put on their coats unaided.
- Overall, staff use mealtimes for purposeful learning where children are supported to interact and chat with their friends. However, younger children are sometimes less able to build their social development in this way. For example, some younger children sit in a highchair, partially removed from the group, even though they have learned how to sit on a chair at the table. This means they are restricted in how they can participate in activities, such as passing food between their friends, which encourages skills, such as sharing.

- Staff support children to develop an understanding of risk. They involve children in the risk assessment of their play activities with the help of the nursery mascot. Children ask themselves, 'What would Buzz do?' Through this, children are developing a sense of responsibility. For example, children identify that fallen sand is a slip hazard, and they independently sweep the floor without any prompt. This helps all children keep safe and creates a well-organised learning environment.
- Staff use effective strategies to shape and promote children's positive behaviour. As a result, children are developing admirable characteristics. Pre-school children show kindness as they collect forgotten coats from the garden for their friends. They act politely at mealtimes as they wait for everyone at their table to serve themselves snacks before they begin eating.
- All staff are aware of children's individual care needs, such as dietary requirements. Children receive high-quality care that prioritises their health and safety, as well as their learning and development. Sometimes, though, a child's key person is not at the forefront of the care that they receive. At times, this can be confusing for children, and their parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff take appropriate action to make sure that the environment where children play is safe and secure. Children are adequately supervised while they eat to ensure their safety. Staff can recognise when a child might be at risk of harm in their home or community. They know how to respond to any concerns they have. Staff work with appropriate services to prioritise children's safety and welfare. The manager confirms the suitability of staff to fulfil their roles. This includes a robust recruitment process and ongoing suitability checks. There is always a first aider available on site to respond quickly to any accidents.

What does the setting need to do to improve?

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

- adapt the organisation of mealtimes so that younger children can continually build on their social development
- refine how the key-person system is arranged so that, where possible, children receive continuity of care.

Setting details

Unique reference number	223194
Local authority	Leicestershire
Inspection number	10251670
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	0 to 4
Total number of places	54
Number of children on roll	53
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0116 2788744
Date of previous inspection	19 June 2017

Information about this early years setting

Busy Bees at Countesthorpe (previously known as Blackberry Bush Day Nursery) registered in 1999. It is located in Countesthorpe, Leicestershire. The nursery employs 11 members of childcare staff. Of these, 9 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- 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 inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to four parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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