

# Inspection of Busy Bees Day Nursery at Walsall

Green Lane, Walsall WS2 7PD

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Inspection date: 1 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 actively contribute to their own routine, such as partaking in self-registration. This means that children of all abilities build tremendous confidence in their learning from the outset of their day. For instance, younger children use a photograph to register their attendance, and older children are encouraged to find their name. Additionally, children strengthen their mark-making skills as they practise writing their name on the daily register.

Children build the essential foundations for future success within a safe environment. They widely benefit from child-initiated play and guided learning. For example, key people provide children with regular opportunities to access smaller group activities throughout the day. This supports children to build strong friendships and establish a positive view of culture and diversity, which reflects the experiences of their peers. For example, they learn about the additional languages their peers speak.

Positive relationships with staff actively contribute to children's outstanding behaviour. For example, children share their experiences with extreme delight, including the vibrant activities they partake in at the setting. They say, 'do you remember when "Messy Mik" put mud on the table to make a wormery?' Children enthusiastically recall this experience with great happiness.

Children show that they are happy and feel safe at this setting. Their views are constantly accounted for, and they play a vital part in how the routine and curriculum is structured. For example, when babies are engrossed in their play, staff give them time to conclude their learning. This ensures that learning is uninterrupted and that children reach their full potential.

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

- Ensuring children are ready for the next stage in their learning is of the utmost priority to all staff, including children with special educational needs and/or disabilities. As a result, all children make excellent progress from their starting points. Among the team of highly experienced staff is a qualified teacher who further supports leaders to close gaps in children's learning. Her role at the local school proficiently enhances the curriculum delivery at the setting and ensures children are 'school ready.'
- Routine activities are constantly replicated throughout the setting to build on what children know and can do. This offers children a sense of stability and security, especially when children transition into a new room. For example, children in all rooms develop strong self-help skills as they routinely clean the table ready for lunchtime. They move their whole body in a variety of ways in

response to the 'cleaning song', which all children learn from an early age.

- Leaders and staff heavily focus on promoting children's positive behaviours. For instance, children learn about acceptable behaviours during 'group time' where staff reinforce expectations for the day. As a result, children demonstrate fantastic knowledge of rules and why they are important.
- Partnership with parents is a strength of the setting. For example, parents consistently receive a wide range of opportunities to be actively involved in their children's learning, and their views and experiences are wholly accounted for. Staff proactively utilise what parents say to significantly enhance planning and drive improvements across the setting.
- Children accumulate a wide array of knowledge through meaningful activities and in-depth conversations with staff and peers. Older children are extremely confident to recap prior learning, to influence their ideas. For example, children remember 'caterpillars sleep in cocoons', and they calculate for how long. They predict that 'caterpillars sleep for one hundred days.'
- Staff are highly articulate in how they help children to remember long term what they have been taught. For example, staff share with children a visual book of collated key vocabulary and photographs of past learning experiences. Additionally, children extend their learning at home through purposefully selected storybooks that reflect on what children have learned at the setting. As a result, children flourish in their communication and language skills.
- Leaders and staff highly motivate collaborative workings with other professionals. For example, they work exceptionally well to maintain partnerships with key people, ensuring continuity and cohesion in learning when children attend two settings. Additionally, staff invite visitors into the setting to enhance all aspects of the curriculum, such as 'a dentist' who promotes children's oral health. As a result, children receive meaningful experiences, enhancing their confidence and positively contributing to their well-being.
- Leaders and staff receive excellent support and training. They benefit greatly from a vigorous approach to professional development. For example, staff partake in regular audits to identify and prioritise improvements. They complete personal tasks that positively contribute towards the overall delivery of outstanding practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a high regard for the procedures to follow to ensure the welfare of children in their care. They receive plenty of support from the leadership team, ensuring they effectively carry out their roles and responsibilities to safeguard children. As a result, staff are highly knowledgeable in identifying different types of abuse and key indicators for concern, including how this may show in children's play. Staff highlight the importance of 'professional curiosity' to further explore and understand why things happen within a family or to an individual child. Leaders and staff are confident to whistle-blow should they have concerns about another member of staff's conduct.



## Setting details

<b>Unique reference number</b>	EY347282
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10235075
<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 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01922 618009
<b>Date of previous inspection</b>	25 November 2016

## Information about this early years setting

Busy Bees Day Nursery at Walsall registered in 2007. The nursery employs 15 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 3, and the manager holds a level 4 qualification. Additionally, one member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## 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.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- Staff enthusiastically discussed with the inspector how they work as a team to organise the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The centre manager, who is also the special educational needs coordinator, spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a communication and language activity with the centre 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.
- The centre manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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