

Inspection of Busy Bees Day Nursery at Newbury

Monks Lane, Newbury, Berkshire RG14 7TD

Inspection date: 2 November 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

The manager and staff greet children with a warm welcome. Children enter the nursery happy and excited. Staff talk with children and allow them time to reflect on and recall what they have enjoyed that morning. Children that need emotional support receive cuddles and reassurance from caring staff. This helps children to feel safe and secure. Children enjoy the wide variety of activities that the nursery offers. For example, babies eagerly explore the feel of the sand, while older children enjoy yoga and learning how to hula hoop. As a result, children have strong foundations for future learning.

Children have good communication skills. They confidently share their thoughts and ideas with friends and adults. For example, they excitedly explain to others that they are making firework pictures and they will have 'lots of colours, glitter and go bang!' Children can articulate what they know and can do.

Practitioners have high expectations for children's behaviour and conduct. They have effective systems in place to support children to understand these. For example, practitioners use the 'five Bs' which remind children of the five desired behaviours, such as being kind and gentle. As a result, practitioners quickly remind children of the five golden rules when they struggle to take turns, and children respond well. Children have the skills they need to self-regulate their behaviours.

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

- Teaching children independence skills is at the heart of the nursery curriculum. For example, staff encourage children to find their own pegs and self-register by looking for their photo or name. At times, staff miss opportunities for children to become independent in managing their own personal needs, for example putting on their own coats or wiping their noses for themselves. As a result, children are not as independent as they could be.
- Staff plan regular opportunities for children to be physically active in their play. They offer children an 'out of breath experience' every day. For example, babies practise their skills of pulling to standing position with a variety of walkers and musical stand-up toys, while older children hop in the garden on hoppers or dance to music. Children's large and fine motor skills are strong and children have the skills they need for future learning.
- Leaders have effective systems in place for the supervision of staff and to support them with feedback on improving practice. For example, they receive actions and training recommendations from quality visits. The manager gives daily support and staff can access online training to support their development. However, training is not embedded into practice and high-quality interactions are not consistent for all staff. Although, staff have lovely relationships with

children and they share some good learning experiences.

- Children show high levels of curiosity and concentration. For example, they engage in a game of missing objects for a lengthy period. Children delight in trying to guess what is missing, guessing if it was a 'carriage' or a 'train'. Teaching helps children remember long-term. For example, staff slowly repeat numbers one to five and encourage children to work out how many for themselves. Children learn early mathematical concepts appropriate for their age.
- Leaders and staff have the same ambition for all children. The curriculum for children with special educational needs and/or disabilities (SEND) is ambitious and meets their needs. For example, children that need additional support have individualised plans with specific targets that focus on the next stage of development. Staff work closely with the nursery special educational needs coordinator to review children's development. As a result, children with SEND make good progress towards their next stage in learning.
- Children have positive attitudes towards play and learning. For example, younger children are enthusiastic to explore play dough. They enjoy stomping dinosaurs into the dough and giggle as they watch the marks they make. Older children take joy in sharing books and telling others about the pictures they see. Children enjoy meaningful experiences across all seven areas of learning.
- The nursery has strong parent partnerships. Parents receive regular updates about their children's learning and development. They know their child's next steps for learning and this helps to support home learning. Parents appreciate the daily verbal feedback and say that staff know the children well. They explain that the nursery supports parents and gives them handy tips for topics such as biting, healthy meals and potty training. Parents are eager to share that staff and leaders are amazing as they are friendly, approachable and caring. Children feel safe and secure in their care.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a positive safeguarding culture. They ensure staff receive regular training to keep their knowledge of safeguarding issues up to date. Staff understand the signs of abuse and have knowledge of issues such as neglect, female genital mutilation and radicalisation. Leaders and staff know how to report it if they had concerns over a child's welfare or an allegation being made. The provider has effective policies and procedures in place to ensure staff know their responsibilities to protect children. For example, they have an anonymous contact for all staff to go to if they had concerns for children's safety. Recruitment procedures are good and all staff are vetted to ensure they are suitable to work with children. Risk assessments are robust and any hazards that are identified are addressed quickly. This minimises the risk to children.

What does the setting need to do to improve?

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

- strengthen practice to ensure children are consistently supported to become independent and manage their own personal needs
- further develop staff continual professional development to ensure knowledge and teaching improves over time.

Setting details

Unique reference number	EY233534
Local authority	West Berkshire
Inspection number	10234663
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	104
Number of children on roll	92
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01635 524832
Date of previous inspection	14 March 2017

Information about this early years setting

Busy Bees Day Nursery at Newbury registered in 2002 and was acquired by Just Learning Ltd in 2012. The nursery is situated within the grounds of Newbury College, on the southern outskirts of Newbury in Berkshire. The nursery opens each weekday throughout the year, between 7.30am and 6pm, with the exception of bank holidays. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 28 staff. Of these, 16 staff hold qualifications at level 3 and above. Support staff include a chef, a kitchen assistant and an administrator.

Information about this inspection

Inspector

Mandy Cooper

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to 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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