

Inspection of Busy Bees Day Nursery at Bedford

Manton Lane, Bedford, Bedfordshire MK41 7NU

Inspection date: 7 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

Children have a good relationship with staff, who provide activities that meet their needs and interests. For example, babies have shown an interest in the 'Elmer' book, and staff provide a variety of resources to support this. Older children take part in risk assessments and check the garden area, to ensure that it is safe for them to use. Children experience a range of trips. They visit the local elderly persons' complex, sharing artwork with them. Babies enjoy visiting a local orchard and forest.

Children undertake exploratory play which supports and extends their knowledge. For example, children investigate how ice melts. They use a variety of methods, including warm water in pipettes and salt. Staff support all children to ensure their emotional needs are met. Staff rub babies' backs as they settle to sleep after lunch. Older children use a tent set up for them to talk about their emotions and how they are feeling.

Staff encourage children to develop their independence. Children practise removing their own shoes and when they struggle, staff support and praise them when they succeed. Children find their own drinks, using pictures and name labels. Children feel safe within their environment and are confident to approach visitors and speak with them.

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

- Parents speak highly of the staff. They feel staff are friendly and supportive. Staff ensure they hold meetings with parents before their children start and gather good information, which includes children's dietary and cultural requirements. Parents praise the manager and say how much she has supported them and their families.
- Staff communicate well with children, who enjoys lots of back-and-forth interactions. This helps them to build a wide vocabulary. Staff ask older children questions, which encourages them to think. However, staff do not always allow younger children time to process their thoughts and respond with their answers.
- The special educational needs coordinator (SENCo) is passionate about her role. She has completed relevant training to enable her to support children with special educational needs and/or disabilities effectively. The SENCo liaises very closely with parents and other professionals to ensure that each child receives the support they need.
- The manager has a clear vision for the nursery. She states the nursery strength is the long-standing staff team. Staff speak highly about the manager. Staff feel their well-being is supported. Staff experience 'cake Friday', when cake is provided for them by the manager. Staff state that the manager is always

available for them to talk to. The manager ensures supervisions are regularly completed and appraisals are completed yearly.

- The manager encourages the teacher from the local school to visit the nursery before children leave to attend there. Information shared with the teacher enables a smooth transition for each child when they move on. The manager speaks to the teacher throughout the year to ensure children are gaining the key skills to be ready for school.
- Children emotional needs are met as they progress through the nursery. Staff work in partnership with parents to gain information when children have settling-in sessions. Staff support children as they move on to new nursery rooms. Children have short visits to the new room, and staff share information with the new key person.
- Staff know the children well. They provide a curriculum that extends and supports children's learning. Staff are clear about what they want children to learn and deliver activities to encourage this. All children make good progress and gain their key skills to support their future learning.
- Children's behaviour is good. Older children manage their feelings well and are beginning to understand how their behaviour affects others. Children follow the good example set by staff, who gently remind them of the rules. Staff praise children's efforts and children readily celebrate each other's achievements. This helps build their confidence and reinforces their positive attitudes to learning. Staff support children who display inappropriate behaviour. Staff explain the risks involved when a plastic ball is thrown at a window. They encourage children to think about what might happen if glass was to break.
- Children enjoy listening to well-read stories and taking part in songs and rhymes. They enthusiastically join in, saying the familiar words. Staff adapt the activity to ensure that younger children can participate by organising story time in smaller groups. They recognise the importance of reading to children. This provides children with good opportunities to hear lots of words, which contributes significantly to their future success.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They are clear about signs of abuse and procedures to follow, if they are concerned that a child is at risk of harm. All staff are aware of the whistle-blowing process if they had a concern about a colleague. The manager regularly discusses safeguarding at staff meetings. All staff complete safeguarding training. There are thorough recruitment processes in place to check the suitability of new staff. The manager and staff have a good understanding of wider safeguarding issues, such as county lines and the 'Prevent' duty. They know the importance of acting swiftly to protect children and the procedures to follow.

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 strengthen their questioning techniques to give children time to think about and respond with their answers.

Setting details

Unique reference number	EY236804
Local authority	Bedford
Inspection number	10234672
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	100
Number of children on roll	120
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01234 216768
Date of previous inspection	9 March 2017

Information about this early years setting

Busy Bees Day Nursery at Bedford was registered in 2002. The nursery employs 25 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

Inspection activities

- This was the first routine inspection the nursery 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 inspector observed the interactions between the staff and children.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the quality of education being provided, both indoors and outdoors and assessed the impact that this was having on children's learning.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times 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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