

# Inspection of Busy Bees Day Nursery at Swindon Peatmoor

Peatmoor Village Centre, Shearwood Road, Peatmoor, Swindon, Wiltshire SN5 5DJ

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Inspection date: 3 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are provided with rich-learning opportunities, with the guidance of supportive, nurturing staff. Staff produce planning with the aim to meet the interests and learning needs of all children. Children have opportunities to use their own voice. For example, the pre-school staff allow children to reflect on their own ideas and create research projects around those ideas, allowing children to feel valued for their thoughts and conceptions. Children are confident talkers and express themselves appropriately to access the resources they desire.

Equality and diversity are embedded through the setting's daily rules and expression of interests. Children are included in all activities, with adaptations where appropriate, to ensure they feel a sense of belonging within the setting. Children with additional needs are well cared for. They are provided with an ambitious curriculum that is incorporated in daily activities and routines, embedding an inclusive environment for all children attending the setting. The team is attentive in ensuring that the impact of the COVID-19 pandemic is minimised by implementing appropriate changes and additional support. Staff support children well during their transition to school, and they provide a variety of experiences, resources and positive communication with local schools.

Children behave exceptionally well, and they use good manners and demonstrate respect for one another. Staff encourage children to be independent. Children are motivated to feed themselves, self-serve their own food and begin dressing themselves with adult assistance.

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

- Staff provide children with an enabling environment that includes a variety of age-appropriate tools, resources and activities to support development. Children with special educational needs and/or disabilities are well cared for and included in day-to-day routines and activities.
- Pre-school staff have secure knowledge around child development. They are very capable of planning for the children's personal interests and development needs, creating next steps to ensure children progress. However, at times, not all staff have a clear understanding of the learning intent to help support the delivery of activities. This means that staff do not always provide in-depth next steps to support children's future learning.
- Children access wraparound support through well-organised communication between parents, staff and outside agencies. Parents are extremely happy with the care of the provision, particularly focusing on the nurturing staff, positive communication and the wholesome and nutritious menu. The meals and snacks on offer support the healthy growth of the children and encourage them to try

new food groups. Parents and staff have built up a strong partnership to ensure that all children are supported in their needs.

- Staff provide an inclusive environment with tools and resources to support the diversity of children, ensuring children feel integrated and secure within the care of the setting. The setting's special educational needs coordinator strives for the best possible support and outcomes for each individual child with additional needs.
- Children create interactions with adults and peers and demonstrate confidence as their enquiries and personal explanations are embraced. Children have ideas of what they would like to select to play. Children are confident in asking for help from their trusted adults.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers ensure that staff are safe to work with children through their safer recruitment training and the reliable staff safety checks in place. Staff provide detailed explanations of what they would do if they were concerned for a child. Staff have an in-depth awareness of different types of abuse and how to communicate with children appropriately. New staff members are quick to access safeguarding training to gain knowledge of what to do if they are concerned for a child. Managers ensure that training is carried out regularly and there is access to refresher courses and information within the setting, to ensure knowledge is updated. Trained staff can appropriately access support from outside agencies and take action to ensure all children have the best possible outcomes.

## **What does the setting need to do to improve?**

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

- develop the standards of adult-led activities for deeper intent in children's next steps in learning and to build on what they already know, to support the needs of all children.

## Setting details

<b>Unique reference number</b>	507993
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10234577
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	100
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01793 887602
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

Busy Bees Day Nursery at Swindon Peatmoor registered in 2008. The nursery employs 24 members of childcare staff. Of these, 17 staff hold qualifications from level 2 to level 4, and one member of staff holds a level 6 qualification. The nursery opens all year round, from Monday to Friday. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Michelle Oram

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching inside and outside of the setting.
- The manager led the inspector on a learning walk to provide details of the setting and information on how the curriculum is applied.
- The inspector spoke with staff and children at appropriate times during the day.
- A leadership and management meeting was held to discuss relevant aspects of the setting.
- The inspector sampled relevant documents, including Disclosure and Barring Service checks, paediatric first-aid certificates and the setting's risk assessments.
- The inspector spoke with parents to seek their views of the setting.
- A joint observation to review staff practice took place between the deputy manager and the inspector.

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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