

Inspection of Busy Bees Day Nursery at Sunderland Fulwell

178 Newcastle Road, Sunderland, Tyne and Wear SR5 1NW

Inspection date: 23 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children respond positively to the warm greeting that staff give them when they arrive. This helps children to feel safe and happy. They positively beam when they interact with the staff and other children. They show consistently high levels of excitement and engage fully in the activities that staff provide for them.

Children make good progress from their starting points. Staff use information gathered from parents and carers to provide targeted support. This helps to fill the gaps in children's learning as a result of the COVID-19 pandemic. Children concentrate for long periods as they look at light patterns and shadows made with torches, comparing how coloured plastic squares change colours. They are watched by attentive staff who offer encouragement and praise them for their achievements. This helps children with their self-esteem and confidence.

Staff plan activities to encourage children to talk about their emotions and name their feelings. They teach children to understand what makes them unique. Children draw pictures of themselves looking in mirrors, discussing similarities and celebrating differences. Children show positive attitudes to their learning and keep on trying when challenges occur. For example, children think of new ways to cut fruit and vegetables in the play kitchen. They proudly shout, 'We did it!' As a result, children develop emotional security from a young age.

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

- Although the quality of education is good, occasionally, assessments of what children know and can do are not consistently accurate. As a result, staff do not always plan for children's next stage of development.
- Children develop a wide range of physical skills. Babies crawl and walk in the well-resourced garden. Staff support them to climb onto the rocking horse and move down the small slide. Toddlers explore the large garden, where they can run and jump. They make marks with large chinks and walk like dinosaurs as they practise large movements. This helps to develop their large- and small-muscle skills, which helps with early writing skills.
- Staff explain to children what behaviour is expected. For example, pre-school children understand how to walk down the stairs safely. Staff support younger children to understand what is expected by providing gentle reminders. This helps children to behave well and follow instructions.
- Children are provided with lots of opportunities for language development. Staff are constantly speaking to children and asking age-appropriate questions. Staff read stories such as 'Dear Zoo' and 'Old MacDonald Had a Farm'. They encourage children to predict what will happen next. This helps to develop children's listening and speaking skills.

- Older children are encouraged to use their investigation skills. They experiment to find out which liquids will create a reaction for an 'explosion'. Staff extend language as children discuss the resources, smells and predict the reaction. They complete the experiment and calculate how many were correct.
- Relationships with parents are strong. Parents say that they feel well informed about activities and routines. They particularly like the online app that staff use to communicate information about children's development. Parents speak very highly of the nursery and comment that the staff team is 'very approachable' and that their children make good progress and are happy.
- Staff benefit from regular support and supervision sessions from leaders. They receive frequent feedback about their teaching practice and are given good opportunities to further enhance their professional development. This helps raise staff morale and improves outcomes for children.
- The special educational needs coordinator has a good knowledge of the children. Staff use funding effectively to meet children's individual needs. For example, they offer children with special educational needs and/or disabilities (SEND) one-to-one support in their play. Staff work closely with parents and other professionals to ensure that children with SEND are well supported.
- Staff provide a broad and varied range of activities for children and skilfully play alongside them to extend their learning. Children practise mathematical skills as they measure out water from container to container, counting how many it takes to fill the largest container. However, at times, staff do not always recognise how to extend and challenge children in spontaneous activities. As a result, learning is not always fully maximised for children to reach their full potential.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her senior team, the designated safeguarding leads, are aware of their responsibilities. They keep their knowledge up to date and regularly attend training. Staff complete training so they are also aware of the company's and local authority's procedures, and the manager monitors their practice. The manager and staff have a secure understanding of the procedures to follow if they have concerns about children's welfare. Staff are aware of how to whistle-blow if they still have concerns. Managers follow rigorous recruitment processes and ensure that the staff are suitable to work with the children. Staff assist children to learn how to keep themselves safe.

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 recognise how to use spontaneous opportunities to extend and challenge every child's learning further

- ensure assessments of children's development are consistently accurate, and use this information to support children's learning even further.

Setting details

Unique reference number	EY262595
Local authority	Sunderland
Inspection number	10234724
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	82
Number of children on roll	119
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0191 5485888
Date of previous inspection	28 March 2017

Information about this early years setting

Busy Bees Day Nursery at Sunderland Fulwell registered in 2003. The nursery employs 21 members of childcare staff. There are 16 staff that have appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Eileen Grimes
Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of an activity with the manager.
- Parents shared their views of the setting with the inspectors.
- The inspectors 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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