

Inspection of Busy Bees Pre-School & Day Nursery; Bee Hive Out of School Club

14-18 Manor Lane, BOURNE, Lincolnshire PE10 9PQ

Inspection date: 10 January 2023

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 receive a warm welcome from staff when they arrive for the day at this busy nursery. Staff foster positive relationships with parents, sharing information to ensure all children's needs are met. Children spend their day happily playing with the staff and one another. They enjoy a variety of activities and experiences that support their learning and development. The atmosphere at the nursery is positive. Children and staff enjoy one another's company, smiling and laughing together as they play. Toddlers and pre-school children are offered cuddles and comfort regularly throughout the day when they are tired or upset. Staff cater to children's individual routines, giving them quiet time to rest and sleep when they need it.

The children's behaviour is very good. They listen to staff and know the routines of the nursery and the staff's expectations of them. Staff are good role models, promoting good manners and kindness. Children learn to share and take turns in their play. Babies are cared for sensitively. When they become unsettled, they crawl to staff for a reassuring cuddle, or staff go to them to pick them up and hold them close. Babies show that they are happy when they smile with excitement as staff introduce new and exciting objects to them. They babble and make cooing noises as sand is poured through their fingers.

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

- Pre-school children enjoy playing games with staff where they learn about numbers and shapes. They use different shapes to make 'snowmen', discussing the properties of the shapes using mathematical language. Children demonstrate that they are learning as they reflect on what they have learned previously when singing a song about shapes and numbers. They are engaged in their learning and make good progress as a result.
- Staff are good storytellers who make books exciting. Children listen intently to stories and remain engaged as staff read animatedly and ask questions. This supports the children to make links in their brains to the information they are absorbing. Children's early literacy is promoted well.
- Staff ask children questions to encourage them to think and come up with their own ideas. These ideas are valued and are used to promote many varied and interesting conversations. Staff praise children's ideas and knowledge, sensitively encouraging less-confident children to enable all to contribute. Staff support children's learning responsively, taking learning in different directions than originally planned. For example, when playing a card game, the children use their imaginations and start using the cards as steering wheels in a spaceship.
- Children's good health is promoted. They eat healthy and nutritious snacks and meals. Babies each have their own plates and cutlery, and staff support them to have a go at feeding themselves as they load their spoons with food, supporting

independence and physical development. Children and staff sit together for meals and enjoy this social time where they engage in interesting conversations. Staff recognise that it is important for children to learn these social etiquette skills for the next stage in their learning within the nursery, when they move on to school and for their future lives.

- Parents speak highly of the nursery, saying that staff communicate effectively with them and that their children have made good progress since starting.
- On the whole, children's communication and language are promoted well. Younger children and those with special educational needs and/or disabilities (SEND) are supported appropriately to develop their speaking, listening and understanding skills. However, some children, particularly in the pre-school room, are not always exposed to enough new language and vocabulary beyond what they already know.
- The managers have a sufficient overview of the nursery. However, there is scope to improve how they monitor the quality of care and education to ensure it is consistent across the nursery and continually improving.
- Staff interact positively with children for the majority of the time. However, sometimes, staff miss vital opportunities to engage and interact with children to support them to make further progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

The staff know the signs that may indicate a child could be at risk. They know the procedures to follow if they have a concern about a child in their care or if they are worried about the conduct of a colleague. The managers understand their responsibilities regarding child protection and liaise with the local authority to ensure children's safety. Staff are vigilant in their supervision of children. They deploy themselves effectively across the nursery to keep children safe. Children with allergies and medical conditions are protected, as all staff are aware and communicate well to ensure children are not exposed to risks.

What does the setting need to do to improve?

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

- enhance the curriculum for communication and language to ensure all children are consistently exposed to new vocabulary that enables them to become confident communicators
- improve the monitoring of the quality of care and education to ensure it is consistent across the nursery and continually improving
- support staff in the interactions they have with children so that they are consistently focused on improving learning and development outcomes.

Setting details

Unique reference number	EY446682
Local authority	Lincolnshire
Inspection number	10258571
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	110
Number of children on roll	211
Name of registered person	Taylor, Catherine
Registered person unique reference number	RP512644
Telephone number	01778 423720
Date of previous inspection	9 March 2017

Information about this early years setting

Busy Bees Pre-School & Day Nursery; Bee Hive Out of School Club registered in 2012. It is located in Bourne, Lincolnshire. The nursery employs 63 members of childcare staff. Of these, 38 hold appropriate early years qualifications at level 3 or above, including the managers who hold early years professional status and qualified teacher status. The nursery opens Monday to Friday, all year round, except for one week at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery also provides out-of-school provision from 7.30am to 9am and from 3.30pm to 6pm during term time, and from 7.30am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Clare Johnson
Alice Anders

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The managers, the deputy manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children, to find out about their time at the nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors spoke with the managers about the leadership and management of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023