

Inspection of Busy Bees Day Nursery at Ipswich Rushmere

1 St Andrews Walk, Rushmere St Andrews, Ipswich, Suffolk IP4 5RE

Inspection date: 15 February 2023

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the nursery and make good progress in all areas of learning. They develop independence and establish a sense of ownership and responsibility in their play. Older children enjoy being 'helper of the day'. They build confidence and self-esteem as they enthusiastically tick off daily jobs on their list when they achieve them. Children embrace this leadership role as they excitedly empty the nursery post box. Children develop kindness and positive behaviours towards others, for example as they deliver the surprise letters to their peers.

Children are cared for in a safe environment where their care and learning needs are met overall. However, the leadership team does not have sufficient oversight of how safeguarding policies and procedures are implemented. This means that the expected processes are not always followed, although it does not have a significant or immediate impact on the safety and well-being of children.

Babies and young children are keen to explore the stimulating and well-resourced indoor and outdoor areas. Babies' physical development is supported by a sensory room where they confidently start to use soft-play equipment to pull up on, developing their strength and balance to support them in learning to walk. All children develop a love of reading and benefit from a visit to the mobile library. Children confidently join in with singing activities. Staff incorporate mathematics into children's everyday play.

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

- The nursery has clear policies in place for gathering and recording relevant information about children. However, not all staff understand fully their roles and responsibilities, and continually implement these procedures. The leadership team has failed to ensure that information has been documented and shared appropriately between the staff team and leaders for all children.
- Overall, teaching is good. Regular assessments are undertaken, and staff use this information to plan further learning activities based around children's interests and preferred learning styles. However, staff do not consistently use opportunities that naturally arise during children's play, to extend learning and build on what they already know. For example, children who are learning to write their name often miss opportunities to practise their writing skills, as staff write their name on pictures for them.
- A well-designed curriculum is securely embedded throughout the nursery and staff practice. With this unity and the option of attending a weekly 'Bombo' baby group, children move through different stages of learning smoothly. Staff take up regular training, and senior staff support less-experienced staff effectively in delivering inclusive, age-appropriate and fun learning experiences.

- Children develop good hygiene practices throughout the nursery. Babies and young children learn healthy eating habits and good table manners. Babies who use highchairs are positioned around the table with older babies, making mealtimes a sociable event. Meticulous daily risk assessments and routines are in place to meet the needs of children with dietary and medical requirements.
- Children are well behaved and understand what is expected of them. They accept the needs of others and play cooperatively with their peers. Children make secure and caring attachments to staff. Babies smile and wave as staff enter the room. At circle time, a child is heard saying to a member of staff, 'You are a lovely lady'. Staff consistently provide meaningful praise for children's efforts and positive behaviours, boosting their emotional well-being.
- Children use new vocabulary and prompt discussions that enable them to communicate effectively. They speak with confidence, and those who have more difficulty are swiftly supported. For, example, staff promote partnership working with parents and speech and language professionals, to ensure all children, including those with special educational needs and/or disabilities (SEND), make good progress in their development. Staff respond well to babies' babbles and gestures as they learn to communicate.
- Parents feel valued as an important part of their child's early education with daily face-to-face communication. Additionally, daily updates on an online app, and invitations to regular meetings to discuss their child's progress, are appreciated. As a result, parents report that they feel confident in supporting their child's further learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff know how to report safeguarding concerns to the relevant agencies. Staff are confident in the procedures to follow if they had a concern about an adult working with a child. All staff have been through a secure recruitment process to ensure their suitability to work with children. Although records are not consistently maintained and shared, leaders' oversight in relation to their policies being consistently implemented does not have a significant impact to children's safety and welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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make sure records are consistently maintained and shared with relevant staff to help ensure the efficient management of the setting	27/02/2023
improve the arrangements to ensure that all staff understand their roles and responsibilities, and implement the setting's policies and procedures.	27/02/2023

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

- develop staff's good teaching skills to challenge children's learning, build on what they already know and achieve their next steps in learning.

Setting details

Unique reference number	EY285918
Local authority	Suffolk
Inspection number	10276592
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	112
Number of children on roll	99
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01473 725610
Date of previous inspection	24 July 2017

Information about this early years setting

Busy Bees Day Nursery at Ipswich Rushmere registered in 2004. The nursery employs 16 members of childcare staff. Of these, 11 hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the provision has received since the COVID-19 pandemic began. The inspector and the manager discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the provision.
- The nursery manager and the inspector completed a tour of the nursery, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector around the premises and discussed how they ensure these are safe and suitable.
- 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 carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- Children communicated with the inspector during the inspection.
- Parents and carers shared their views of the nursery with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector held a meeting with the management team and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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