

Inspection of Busy Bees Day Nursery at Hove

41 Dyke Road Avenue, Hove, West Sussex BN3 6QA

Inspection date: 14 March 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children very quickly settle when they arrive at the nursery. They happily wave goodbye to parents and carers as they are warmly greeted by the staff. Children have strong relationships with staff and enjoy spending their day with them. Babies giggle with delight as staff cuddle and sing to them. Children behave very well and know what is expected of them. They respect toys and resources, and eagerly volunteer to help with tasks at lunchtime. Children demonstrate kindness to their friends by helping them to put on their coats and search for a missing hat.

Children enjoy small circle times with their friends and the staff. They sing 'Doggie Doggie where's your bone?' and guess which friend is hiding the bone. Children enthusiastically continue the game during their own play. They make sure that everyone is involved. They say with kindness, 'It's your turn next'. Children enjoy listening to stories that adults read to them. They join in with key phrases and anticipate what happens next. Consequently, children develop a love of books and extend their vocabulary. Children have lots of opportunities to develop their physical skills. They have regular access to the garden where they learn to climb, balance and safely explore the outdoors.

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

- The managers have worked hard to develop a wide, meaningful curriculum throughout the nursery. They are committed to providing children at the nursery with the best learning experiences. Adults are trained to support and extend children's learning and allow children to make their own choices. This contributes towards children making good progress during their time at nursery.
- Staff promote communication and language throughout all activities. They sing to babies while changing nappies and provide a narrative during everyday routines. Staff allow children to contribute their own thoughts and ideas. For example, children are encouraged to describe a snail that they have found in the garden. They say with confidence, 'It has a spiral shape with a pointy bit'. Children's good language skills support them in developing strong friendships and communicating their needs well.
- Partnerships with parents are strong. Parents mention that the communication with the nursery is very good and that they look forward to the daily updates provided. They appreciate that they can enter the nursery to help their child put away belongings and see a range of activities that are set up for the day. Parents comment on the healthy and tasty food that is cooked for their children, which encourages them to try new foods at home.
- Overall, staff take children's existing knowledge into consideration when planning activities. However, some staff do not consistently identify purposeful individualised next steps for children. Consequently, not all children benefit from

a curriculum which is tailored for their learning needs.

- Children are very independent. For example, they dress themselves, tidy away toys and manage their own self-care. Children pour their own drinks and confidently take their plates to get their lunch. However, the organisation of lunchtimes means that some children have to wait for a long time before they are served food. As a result, some children become restless and fidgety.
- Children with special educational needs and/or disabilities (SEND) receive timely support to enable them to make good progress from their starting points. Information is shared with parents on how to support children with specific needs while they are at home. The nursery's special educational needs coordinator works closely with families and outside agencies to ensure a targeted approach helps children with SEND to reach their full potential.
- Children who speak English as an additional language are helped to make connections in their learning. Staff use visual aids and key words to support children in their understanding. Children learn about countries and cultures from around the world. They develop an awareness of diversity through a range of activities and celebrations. As a result, children learn about the similarities and differences between their own and others' cultures.
- The managers support the staff team effectively. Staff mention that they feel very supported and valued in their role. They are encouraged to have a positive attitude to their well-being. Managers ensure that staff are able to manage their workload, and training to support further skills is available. Staff tell the inspector that the nursery is a 'wonderful place to work'.

Safeguarding

The arrangements for safeguarding are effective.

Managers implement a robust recruitment procedure and a thorough induction to ensure that staff are safe to be in the presence of children. Staff feel supported in their safeguarding training. They are confident in recognising the signs of potential abuse. Staff know the procedure to adopt if they have concerns that a child has been exposed to extreme views and behaviours. Managers conduct daily risk assessments, indoors and outdoors, to ensure that the premises are safe. Children are taught how to keep themselves safe, and information about keeping children safe online is shared with parents and carers.

What does the setting need to do to improve?

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

- ensure that the planning of the next steps in children's learning is appropriate and supports them in building on what they already know and can do
- manage transition times to ensure children are not waiting for extended periods during lunchtime.

Setting details

Unique reference number	EY486764
Local authority	Brighton and Hove
Inspection number	10265274
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	1 to 4
Total number of places	73
Number of children on roll	103
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01273 500151
Date of previous inspection	31 May 2017

Information about this early years setting

Busy Bees Day Nursery at Hove registered in 2015 and is situated in Hove, East Sussex. It is open between 8am and 6pm each weekday, all year round. The setting employs 21 staff. Of these, one holds qualified teacher status and 15 hold a relevant childcare qualification at level 2 and above. The setting receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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