

Inspection of Busy Bees Day Nursery at Maidstone Ragstone House

Ragstone House, 48 College Road, Maidstone, Kent ME15 6SA

Inspection date: 16 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	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages and abilities are settled, confident and very happy at the stimulating and welcoming setting. Staff ensure that they engage all children, as they have a clear understanding of how they embed their chosen curriculum well. Children are eager to join in with the motivating activities that staff carefully plan for them. For example, older children explore science as they make erupting volcanoes. They learn about what happens when they mix different materials. They are excited to watch their experiment work as the volcano erupts. Younger children enjoy exploring art. For instance, they investigate different ways to make marks, such as using pattern rollers and animals in paint.

Staff are positive role models, and all children know what is expected of them. Therefore, they are polite and behave very well. Children develop good social skills. They play happily together and share and take turns. Younger children are well supported to understand how to develop these valuable skills. For example, they use a visual sand timer to indicate when their time is up on a resource. Children of all ages develop good physical skills. For example, they confidently learn about the different ways they can move their bodies in yoga activities.

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

- The manager and staff establish very secure and trusting relationships with all children. They get to know their individual personalities well. This includes fully understanding their interests, needs and abilities. Children of all ages have a good sense of belonging and positive levels of well-being and self-esteem.
- All children demonstrate a positive attitude towards their learning. Staff support all children to make good progress. This includes those children who have special educational needs and/or disabilities. For example, staff liaise closely with other agencies, such as speech and language specialists. They observe children together at the setting and implement strategies that support them. This includes introducing simple sign language.
- Overall, children are engaged in their learning experiences. However, staff do not always recognise when children would benefit from being included in an activity. For example, during planned activities, staff do not quickly notice that children are keen to join in the learning experience. But, all children are generally very happy and confident.
- All staff, including the manager, establish positive partnerships with parents, who speak very highly of them. Staff keep them well involved and informed in their children's learning and achievements. Staff share helpful ideas with parents to help them support their children's learning at home. For example, they share activity ideas and information, such as toileting tips.
- The manager closely monitors the good quality of education and care that staff

provide. She routinely observes staff teach children and provides them with constructive and helpful feedback. Staff evaluate their practice together and discuss daily what went well and what they would do differently. They use their findings to support their future practice.

- All staff attend regular training. They have learned about how to manage any challenging behaviour. This includes more specific aspects of children's development, such as biting. This has supported staff to ensure all children know what is expected of them in a safe and appropriate way.
- Staff have worked hard as a team to ensure that the setting is hygienic and safe and have succeeded in doing this, overall. However, staff do not always ensure that all children consistently understand and follow hygiene rules. This includes not using cutlery that has been dropped on the floor and placing items in their mouth. Nevertheless, children have good opportunities to develop their physical well-being. For example, they learn about the importance of brushing their teeth.
- All staff help children to develop a good understanding of other peoples' similarities and differences outside of their own communities and experiences. This includes different festivals and languages. For example, children learn about Holi and learn songs in other languages, such as Bulgarian.
- Staff support all children to develop confident communication skills. Children enjoy a language-enriched environment. All children, including the youngest, have opportunities to learn new words and widen their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a strong knowledge and understanding of safeguarding and child protection. This includes having a good awareness of what signs and symptoms of abuse to be aware of that may highlight a concern. Staff know who they would contact to seek advice and how to raise and follow up any issues. For example, they know how to deal with any allegations raised against staff. Staff complete thorough risk assessments to help minimise any potential risks. This includes keeping all fire exits clear. Most staff have a paediatric first-aid qualification. They know how to swiftly and appropriately manage any accidents that may occur at the setting.

What does the setting need to do to improve?

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

- further improve teaching to make sure all children who show interest are consistently engaged in small-group activities
- help staff understand the importance of ensuring all children consistently follow good hygiene routines.

Setting details

Unique reference number	127285
Local authority	Kent
Inspection number	10280559
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	51
Number of children on roll	82
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01622 663454
Date of previous inspection	25 August 2017

Information about this early years setting

Busy Bees Day Nursery at Maidstone Ragstone House registered in 1998. It is located in Maidstone, Kent. The setting is open Monday to Friday, from 7.30am until 6.30pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 14 members of staff. Of these, 10 hold relevant early years qualifications at level 2 and above. This includes nine members of staff who have a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a planned activity focusing on learning about the importance of oral health.

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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