

# Inspection of Busy Bees Day Nursery at Camberley

Park House East, Heathcote Road, CAMBERLEY, Surrey GU15 2EU

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Inspection date: 17 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely happy and settled, including babies who are very new to the nursery. Before starting at the nursery, children attend settling-in sessions with their parents. This helps them to establish early relationships with the staff and their peers. Children's individual routines are followed in line with their needs. Babies sleep when they need to and develop warm relationships with their key person. Older children confidently chat to visitors and tell them all about what they enjoy most about the nursery. Children feel safe in this welcoming nursery.

Children develop a love for books. Babies are curious and crawl over to explore the different books, and older children bring their favourite books to staff for them to read. Staff use nursery rhymes with children to develop their interest in music and words. They encourage children to follow the actions of the songs. Children are actively engaged and thoroughly enjoy these sessions as they 'stomp' their feet to the jungle song.

Children behave well and show a positive attitude towards their learning. They enjoy spending time outdoors and show good levels of physical endurance as they climb over different apparatus. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- Leaders have developed an ambitious curriculum that builds on children's knowledge as they progress through the nursery. They place a high focus on personal social and emotional development, which helps prepare children for their transition to school.
- Children learn to be independent from a young age. Staff teach babies to use spoons to feed themselves. Toddlers serve their own breakfast and put on their coats. Pre-school children wash their hands and see to their own toileting needs. However, occasionally, some routine transitions, such as returning from outside and mealtimes are not managed well enough. For example, staff are not deployed to precisely support individual children's needs. This means that children's learning opportunities are interrupted.
- Children enjoy listening to stories and joining in with songs and rhymes. They sing with enthusiasm and show their developing communication and language skills. Staff introduce children to new vocabulary, such as 'lemon' and 'sour'. Pre-school children are confident communicators. Staff engage in meaningful conversations with them, so that learning is purposeful. However, sometimes, in interactions with younger children, staff ask too many questions in quick succession or quickly give their own answer. This does not enable children to process information and think about their response.

- Children behave well. Staff provide clear and consistent expectations to children from a young age. Children's self-esteem is enhanced effectively by staff, as they provide children with a good amount of praise and encouragement. Staff support children to understand different emotions. They have meaningful conversations with them about how they feel. This helps older children to understand how to be kind towards younger members of nursery as they play.
- Partnership with parents is strong. Parents are extremely complimentary about the care and education that the staff provide their children. They are happy with the progress that their children make. Leaders and staff work hard to build positive relationships with the parents. They provide them with a wealth of information to support their children's development.
- The support in place for children with SEND is very good. Leaders and staff work hard to ensure that children and their families have access to relevant support agencies. They also seek advice from other professionals to support children. This helps them precisely plan children's next steps. Children make good progress in their learning and development.
- Leaders are passionate about their vision for the nursery. They regularly reflect on practice and strive for improvement. Leaders plan meetings for staff to take part in and identify training needs. For example, if staff move rooms in the nursery, leaders ensure that they have training for the age of the children they will be caring for. Staff appreciated these opportunities and report that they feel they are supported well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of their safeguarding roles and responsibilities. They ensure staff undertake regular training to keep their safeguarding knowledge up to date. Staff are clear about possible risks to children and can identify signs of abuse. They know how to swiftly report any concerns about children's welfare or concerns regarding adults. Staff supervise children well and teach them to use toys and resources safely. They monitor the environment to identify hazards and help maintain a safe learning environment. There are robust systems in place to check the suitability of staff.

## **What does the setting need to do to improve?**

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

- provide children more time to process information and think of responses to questions that staff ask them
- strengthen staff deployment to support routine transitions and further promote children's learning throughout the day.

## Setting details

<b>Unique reference number</b>	EY424426
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10280132
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01276 675857
<b>Date of previous inspection</b>	10 August 2017

## Information about this early years setting

Busy Bees Day Nursery at Camberley registered in 2014. The nursery is open each weekday from 7.30am to 6.30pm, all year round except for bank holidays. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 38 members of staff to work directly with the children. Of these, 20 hold childcare qualifications from level 2 to level 6.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation in the baby room with the manager.
- 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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