

Inspection of Busy Bees Day Nursery at Basingstoke Hatch Warren

McWilliams House, Hatch Warren Farm, Hatch Warren Lane, Basingstoke,
Hampshire RG22 4RA

Inspection date: 22 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They develop good relationships with their friends and staff, which helps them feel happy, safe and secure. Babies develop warm, trusting bonds with the staff who care for them. They beam with delight as they see their key persons and enjoy cuddles and reassurance, when needed. Children behave well overall. They show kindness and respect to one another. They recognise that their friends have different needs from their own. They learn to share and take turns with toys and resources. For instance, toddlers swap musical instruments at song time, as they practise making quiet and loud sounds.

Children benefit from a varied curriculum that helps to build on what they know and can do. They develop good attitudes to learning. Pre-schoolers practise yoga movements as they pretend to be growing flowers. They talk about what they might need to grow as they spread their arms out to reach the sunshine. All children, including children with special education needs and/or disabilities (SEND) make good progress in their speech and language development. Babies and toddlers hear new language as they play. For instance, as staff share stories they model new words and repeat these back clearly for younger children to practise saying. Older children are confident to share their ideas, such as when they excitedly explain who might have eaten Goldilocks' porridge.

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

- The manager is a strong and competent leader. She evaluates the nursery fairly and consistently, to give her a clear and concise knowledge of the quality of the provision. Since the last inspection, the working partnership between managers, staff and the local authority has enabled all weaknesses to be addressed. Changes to the organisation of the environment are well thought through and have a positive impact on the quality of care and learning that children receive. The manager recognises that refining staff's knowledge of what they want children to learn next is yet to be embedded fully to help all children make the best possible progress.
- The curriculum is well designed and varied. Staff provide a range of learning experiences that ignite children's curiosity. Opportunities to learn about the wider world through hands-on experiences are particularly well fostered. For instance, as younger children go on a nature walk, they eagerly look for birds. They shout out in delight when they spot them in trees, as staff name the different birds and flowers that children can see.
- Children develop good physical skills. They enjoy being active to support their overall good health. For example, older children push themselves along on scooters, safely navigating around their friends in the playground. Babies develop early crawling, cruising and walking skills as staff offer reassurance and

praise. This helps them to become confident in their growing physical skills. Toddlers learn how to unfasten shoes and hang up their coats as they return indoors.

- Staff benefit from effective supervision, training and support, which builds on their knowledge and good quality teaching skills. For instance, recent training on behaviour management has helped staff to implement strategies to support older children's feelings and behaviours. Consequently, children are developing social skills that prepare them well for their next stage in learning, including their eventual move on to school.
- All children, including children with SEND, make good progress in their learning. Staff know the children well. They plan and provide activities which challenge children's learning. For instance, children use computers to draw triangles. They think about how many sides the triangle will have and take turns in using the mouse to create their own petal. However, during times that children take part in larger group activities, staff do not consider how they organise these to limit distractions and enable children to engage fully in the intended learning.
- Partnerships with parents and other professionals are successful. Parents speak very highly of the nursery staff and the good-quality care and learning experiences children receive. Staff share children's progress with their parents regularly. They offer advice and support for parents to continue learning at home. For instance, children choose favourite storybooks to share at home with parents to continue to support their love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to recognise possible signs that a child may be at risk of harm. They understand their roles and responsibilities to keep children safe and how to report concerns about a child, or the conduct of an adult working with children. Staff work closely with other professionals for guidance and act promptly on all safeguarding matters. Robust recruitment procedures are in place to ensure the suitability of all those who work with children. Staff teach children to play safely with resources and how to keep themselves and others safe. They supervise children indoors, outdoors and at mealtimes.

What does the setting need to do to improve?

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

- support staff to be clear in their learning intentions for children to provide them with the best possible outcomes
- review the organisation of large-group activities to fully engage children so that they are highly motivated to learn.

Setting details

Unique reference number	EY486892
Local authority	Hampshire
Inspection number	10244659
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 4
Total number of places	100
Number of children on roll	57
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	02156819766
Date of previous inspection	17 May 2022

Information about this early years setting

Busy Bees Day Nursery at Basingstoke Hatch Warren registered in 2015. It is situated in Basingstoke, Hampshire. The nursery is open each weekday, from 7.45am to 6pm, for 52 weeks of the year. It receives funding for the provision of free early education to children aged three and four years. The nursery employs 20 staff, including a chef. Of these, 10 staff, including the manager, have appropriate early years qualifications.

Information about this inspection

Inspectors

Tara Naylor
Natasha Jarvis

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and other professionals shared their views of the setting with the inspector.
- Staff and children spoke to the inspectors during the inspection.

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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