

# Inspection of Busy Bees Day Nursery at Woking Noah's Ark

Blackhorse House, Blackhorse Road, Woking, Surrey GU22 0RE

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Inspection date: 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are stimulated by the many learning opportunities on offer. Staff plan activities that extend children's knowledge to help them make good progress. Children show high levels of engagement as they explore their surroundings. They learn about life cycles through first-hand experiences of watching ducklings hatch, caterpillars grow and observing worms in their habitat. Children make sense of these experiences by weaving them into their play. Babies enjoy playing with ducks in a water tray, and older children make up a game with dinosaur eggs. This shows that children are remembering what they have learned.

Babies sit in the garden and listen to nursery rhymes. They shake instruments as staff sing to them, which supports them to develop their communication and language skills. Toddlers eagerly join in when staff sing counting songs, and this helps them to learn about numbers. Older children listen to staff reading 'Room on a Broom'. Staff bring the story to life by inviting children to make a potion. Children wait patiently for their turn to stir it, and they observe how the water changes when they add different colours to it. Children strengthen their physical skills by digging up vegetables in 'Mr McGregor's Garden', and they begin to understand mathematical concepts by measuring how tall the plants are. When children want to use the same jug to wash the vegetables, they demonstrate their ability to resolve conflicts by agreeing to hold the jug together. Children play cooperatively with each other and consistently show consideration for the needs of others.

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

- The newly appointed manager is a strong leader who has implemented lots of positive changes since the last inspection. She has a clear vision of how she wants to take the nursery forward so that it continues to grow from strength to strength. The manager values the staff, and she listens to their feedback in order to identify further improvements to the running of the nursery. Staff know what the manager wants children to learn in each room, and they incorporate this into the daily planning.
- Parents are exceptionally happy with all the improvements that have taken place since the last inspection. They are pleased that children now have regular opportunities to visit the on-site farm, forest school and the woodland area. The manager has implemented effective strategies to enable parents to support their children at home, including buddy bears to provide children with emotional support and a lending library to promote a love of reading at home. Parents are grateful for the events that the manager organises. However, the manager has not communicated effectively with parents about the skills and knowledge that children need to learn at nursery in order to prepare them for school.
- Children with special educational needs and/or disabilities (SEND) receive strong

support from staff, enabling them to make good progress. The manager works with parents and other agencies to ensure that children with SEND receive the right support. Staff put strategies in place to help children reach their individual targets. For instance, staff lead small group work to focus on developing children's communication and language. Staff ensure that children understand the concepts being taught before continuing with the activity. This ensures that children gain the relevant knowledge they need before moving on to the next stage of their learning. Children then enjoy re-enacting the activity in their own play.

- During mealtimes, staff sit with children while they eat and chat to them. Children enjoy these social interactions and are eager to share their knowledge. However, staff do not remind children not to eat with food in their mouth or lick their knives. This does not fully support children to learn about healthy eating routines.
- Staff help to prepare children for life in modern Britain by making children feel included. Children chose names for the buddy bears, and they vote on which book they would like to read each week. Staff plan activities where children learn about similarities and differences between themselves and others. Toddlers look at themselves in the mirror, and staff encourage them to notice their features and those of their friends.
- Throughout the nursery, children play well with each other and show a positive attitude to learning. They eagerly talk about the wormery they have made together at forest school. They describe how the worms move about and eat their food. This shows that children enjoy sharing their learning with each other.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have secure safeguarding knowledge and know the procedures to follow to report concerns. The manager implements a number of strategies to ensure that staff safeguarding knowledge is relevant and up to date. Staff risk assess the premises and activities to check they are safe. Staff support children to understand how to manage their own risks by enabling them to take age-appropriate risks, such as climbing trees at forest school under adult supervision. The manager follows a robust recruitment and vetting process to help keep children safe.

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

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

- strengthen communication with parents so they have an accurate understanding of the skills and knowledge children will most benefit from learning at nursery
- support staff to encourage children to develop healthier eating habits during mealtimes.

## Setting details

<b>Unique reference number</b>	EY294973
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10260860
<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>	65
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01483 233832
<b>Date of previous inspection</b>	11 October 2022

## Information about this early years setting

Busy Bees Day Nursery at Woking Noah's Ark registered in 2004. The nursery is open Monday to Friday, from 7.30am to 6pm, throughout the year. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 19 members of staff, of whom two hold a level 6, nine hold a level 3 and two hold a level 2 early years qualification.

## Information about this inspection

### Inspector

Hayley Kiely

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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