

# Inspection of Busy Bees Day Nursery at Daventry

Wimborne Place, Ashby Fields, Daventry, Northamptonshire NN11 0XY

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Inspection date: 29 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 receive a very warm welcome on arrival at the nursery. This helps them feel valued and creates a very positive start to their day. Children show they feel safe and secure as they confidently leave their parents at the door. They happily participate in activities and demonstrate positive attitudes to their learning. For example, babies clap their hands and smile as staff sing with them. Toddlers are given interesting items to paint, which provokes their conversational skills. Children learn about how things grow as they explore and talk about daffodils. Outside, pre-school children eagerly build an assault course as staff encourage them to think critically and test out their ideas. This also supports children to learn about potential risks as they are encouraged to check the planks are secure before they cross.

Children learn to behave well. They are encouraged to show kindness and respect for their peers, share resources and take turns. Staff have high expectations for children's behaviour and support them to join in daily routines and follow nursery boundaries. Staff support children to understand their emotions as they read stories that promote conversations about feelings. Children respond well to the warm praise they receive for their efforts, supporting their well-being. They learn to be confident as they proudly place their art on the display board.

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

- Staff plan and implement a broad curriculum that they link to children's interests and what they need to learn next. Children benefit from a wide range of adult-led experiences to support them across each area of learning. However, although staff know what they want individual children to learn, they do not provide continuous support during daily routines and child-led activities.
- Overall, the staff support children's communication and language well. They sing action songs and enthusiastically read stories. During play, staff talk with children and help them to pronounce words correctly. Staff provide some additional support to children who speak English as an additional language (EAL) and children who have speech and language needs. However, they do not always do enough to enhance children's emerging language to the highest level.
- Staff promote children's healthy lifestyles well. Children enjoy healthy, home-cooked meals and snacks provided by the nursery cook. They are taught about good oral health through books and activities. Daily outdoor play provides a range of opportunities for children to be physically active. Staff lead physical education sessions, helping children identify the effects exercise has on their bodies.
- Staff gather information from parents when children first start to help identify children's starting points. They talk to parents daily about their children's care

needs and ensure these are met. The majority of children settle into the nursery well. However, staff do not always use information from home to support children who continue to struggle.

- The staff promote children's independence skills. They encourage children to put on their coats and shoes. Older children serve their own food at lunchtime and tidy away their plates as they finish eating.
- Children learn mathematical concepts through their play. Babies and toddlers learn positional language, such as 'over' and 'under', as they use props when singing songs. Older children recognise numbers and understand length as they use rulers to measure their play dough models. Children learn to identify differences in size, shape and colour through a variety of activities.
- Parent partnership is good. Parents receive regular feedback on their child's development at drop off and pick up. They assess information via an online app on how they can continue children's learning at home. They state children are always happy entering the nursery and seeing the friendly staff. Parents comment that staff provide interesting activities, and they can see the progress their children make.
- The manager carries out regular staff supervision sessions and provides staff with coaching to improve the quality of interactions with children. Staff have access to a wide range of online training resources to support their continual professional development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of the nursery's safeguarding policy and procedures. They have regular safeguarding training and demonstrate robust knowledge to ensure the safety of children in their care. The staff are aware of how to report concerns about the welfare of children in the nursery. All staff know where to access information on how to report safeguarding concerns outside the nursery. Staff ensure daily risk assessments are carried out. They also support children to recognise risks as they give them the role of safety ambassadors. This helps ensure that children are kept safe.

## 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 promote children's next steps in learning during everyday routine activities
- strengthen support for children with EAL and those with speech and language needs to further enhance their vocabulary
- seek out further information from parents to effectively support children who struggle to settle.

## Setting details

<b>Unique reference number</b>	219938
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10276566
<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>	97
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01327 872835
<b>Date of previous inspection</b>	21 July 2017

## Information about this early years setting

Busy Bees Day Nursery at Daventry registered in 1998 and is located in Daventry, Northamptonshire. The nursery employs 25 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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