

# Inspection of Busy Bees at Leicester City

146 Upper New Walk, Leicester, Leicestershire LE1 7QA

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Inspection date: 30 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at this nursery. Staff welcome them by saying 'hello' in the children's home languages. Staff support babies with cuddles and reassurance as they smile and snuggle into teddy bears. Older children confidently speak to visitors, demonstrating that they feel safe and secure. Children practise their physical skills in the fresh air. For example, they ride tricycles and chase bubbles in the garden. Younger children learn their first words as staff name insects and sing songs about spiders and bees. Older children learn mathematical language as they play counting games outside and talk about the time. Children run, laugh and scream during the game as the 'wolf' chases them.

Staff encourage older children with their concentration, problem-solving and teamwork. Children work with staff to complete a large dinosaur jigsaw on the floor. They talk about the big orange dinosaur and its big sharp teeth as they help to turn the pieces around to complete the puzzle. Older children are supported to learn about the world around them. Staff help them to plant seeds and understand that water and sunlight are needed to help seeds grow. Children learn to behave well and be proud of their achievements. For example, younger children smile as staff praise them for pulling up their coat zipper.

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

- Staff support children to practise their physical skills. For example, they hold children's hands as they balance their way across an obstacle course in the garden. Staff encourage children to pretend to move like animals and help them learn how different animals walk. They recognise children who need extra support and allow more time for them to join in. Staff help babies develop hand-eye coordination and small-muscle skills as they encourage them to pick up and complete peg jigsaws.
- Staff promote children's early communication and understanding. For example, as younger children look at books, staff talk to them about the vehicles they see, such as a helicopter. Older children construct models of rockets and robots as staff help them and use words such as 'tall', 'wobbly' and 'bigger'. However, staff do not support children to understand and recognise their own or others' different emotions. For example, when some children's models fall or break, other children laugh. Staff do not explain how this might make children feel or how they can help.
- Staff teach older children about the world as they look at paintings together by different artists. Children hear words such as 'landscape' and 'portrait' as they decide which way to hold their paper. Staff encourage children to look at shapes and swirls in the paintings and to make their own patterns with chalk. They talk about the crescent and moon shapes as children repeat these words. However,

some children are not interested in the paintings and want to look at flowers instead. Staff do not follow this interest and, as a result, these children lose focus.

- Staff support children to behave well. For example, younger children listen to staff instructions as they line up, hold onto the banister and carefully walk down the stairs. They wait for the older children to go past. Staff involve older children by taking photos as they act out the behaviour rules of the nursery. Staff use these photos to make a visual display to support children's learning.
- Staff encourage children to do things for themselves and to learn about healthy food. For example, older children collect their cutlery and pour water from a jug into open cups. They eat fish curry, and the staff talk about the healthy sweetcorn and that vegetables are good for you.
- Managers reflect on staff practice and the needs of the children. For example, following the COVID-19 pandemic, managers have focused on promoting communication and language with the children. Managers provide staff training, to further improve the quality of education. Staff state that they feel well supported.
- Parents speak of the nursery as a second family. Overall, they know what their children are learning. Staff communicate with parents online and face to face. Parents state that they feel well supported and are happy with the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding and are aware of their responsibilities to keep children safe. They confidently speak about local safeguarding concerns and recent unrest in the local area. Staff are aware of radicalisation, the 'Prevent' duty and female genital mutilation, and they know the signs to look out for. They are confident in recording and reporting any concerns to the relevant professionals. The nursery site is secure, and there are clear visitor procedures. Staff keep children safe when visitors arrive and enter the garden. Children are supervised well by staff.

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

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

- strengthen support for children to develop an understanding of their own and other's feelings and different emotions
- support staff to react more readily to children's emerging interests in play to help them engage deeply in their learning.

## Setting details

<b>Unique reference number</b>	EY259769
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10280523
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0116 2330423
<b>Date of previous inspection</b>	23 August 2017

## Information about this early years setting

Holly Bush Nursery registered in 1995 and is located in Leicester. The nursery employs 17 members of childcare staff. Of these, nine hold an appropriate qualification at level 3 and two at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Winterton

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the nursery.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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