

# Inspection of Busy Bees Nursery and Creche

65-69 Mortimer Road, HEREFORD HR4 9SP

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Inspection date: 3 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

Requires improvement

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

### **The provision is good**

Nursery staff and managers have made appropriate improvements since their last inspection. Staff warmly welcome children into the nursery. Children quickly settle into their rooms to start their day. Staff plan activities around children's interests and children become intrigued by what others are playing with. For example, when children find insects in the garden, they become absorbed in their learning and enthusiastically count with staff how many they can find. Staff introduce magnifying glasses to help children look for the smallest insects and make them appear bigger. Children share what they have found with staff and proudly give the insects names.

Children have secure relationships with their key persons. They seek comfort when they are feeling tired. Older children learn about their emotions and share when they are feeling happy or sad. Staff talk to them about their feelings to help them to understand these and to build emotional resilience. Children use their imagination as they lead their own learning. When they find a piece of grass, they pretend it is a musical instrument and excitedly share with staff what they have found. Staff enthusiastically respond to the children, which helps to boost their confidence.

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

- The manager has worked closely with her staff team to raise the quality across the nursery. All staff have received training to support their own professional development. This has helped them to understand the learning intentions for the curriculum. However, some less-confident staff do not consistently adapt their teaching practice to help children to extend their learning.
- Overall, staff support children through routines of the day, such as going out into the garden and washing their hands ready for lunchtime. However, on occasion, children sit for extended periods of time, during story time and singing prior to having their lunch, for example. As a result, some children become distracted and restless. This means learning at these times is not always effective.
- Children's behaviour is good. Staff swiftly respond to any unwanted behaviour and come down to children's eye level to talk to them clearly about their behaviours. Children listen and respond positively as staff speak calmly to them and try to resolve any conflicts.
- The nursery's special educational needs coordinator, who is also the manager, has support in place for children with special educational needs and/or disabilities. She has effective plans in place from when children start at the nursery, including working with other professionals. This means children receive the support they need to make good progress in their development.

- Parents speak highly of the care their children receive. They have regular updates about their child's development and share information with staff to continue to support children's development. Staff share activity ideas with parents so they can work collaboratively in supporting children's learning and development.
- Staff receive regular supervisions to discuss their key children's development and their own personal targets. They comment that managers and their colleagues support them well, including with their well-being.
- Staff support children in preparation for going to school. Children develop their increasing independence through a range of activities, such as putting their coats and shoes on to go outside. They wash their hands before mealtimes and sing along to a song that teaches them about the importance of washing their hands.
- Children learn new words during a play dough activity as they roll and manipulate the dough to make snails and worms. They talk about what the worm might feel like and use words such as 'slimy' to describe it. Staff introduce pictures of worms to help children to identify their distinctive markings, such as bumpy skin.
- Staff celebrate children's uniqueness. They gather information about what children celebrate at home to support their sense of belonging in the setting. Children learn about different cultural festivals and traditions, such as by tasting Chinese food for Chinese New Year. This helps to build children's knowledge about the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

All staff and managers have a secure understanding of how to keep children safe. They clearly explain the reporting procedures if they become concerned about the welfare of a child or an allegation is made against a person in a position of trust. Staff carry out daily risk assessments of the environments to ensure that these are safe for children to play. Managers follow robust recruitment procedures to ensure that staff are suitable to work with children. Ongoing suitability checks are regularly made to ensure that they remain suitable.

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

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

- support less-confident staff to develop their teaching techniques to adapt activities to the different needs of the children
- review the organisation of daily routines to ensure that children are not waiting for extended periods of time and remain engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY414908
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10252699
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	35
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Busy Bees Nursery and Creche Limited
<b>Registered person unique reference number</b>	RP530024
<b>Telephone number</b>	0143 226 5375
<b>Date of previous inspection</b>	12 August 2022

## Information about this early years setting

Busy Bees Nursery and Creche registered in 2010. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one at level 5. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Katherine Wilson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that in to 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 children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke with the inspector 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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