

Inspection of Busy Bees Day Nursery at East Malling

Beech Road, East Malling, West Malling, Kent ME19 6DY

Inspection date: 3 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 develop good levels of independence. All age groups of children enjoy free access to their dedicated garden area. Babies show delight as they go down the slide and beam a great smile. Toddlers make great use of the obstacle course. It provides challenges for children, and staff are fully aware of when a child may need further support. For example, the older and most able children can climb up and over the frame, but others need support from staff, who are on hand. Pre-school children squeal with excitement as they play a game of chase. Staff build learning opportunities into the fun game, such as mathematical concepts.

Babies enjoy the warmth of a cuddle from staff when they wake from their sleep. This gives them the time they need to assess their surroundings and to build bonds with staff. Children learn to manage their behaviour. Toddlers have simple 'golden rules' to follow, and staff reinforce this visually. Staff readily celebrate children's achievements, and this positivity transmits to children, who mimic it in play. For example, they congratulate their friends, saying, 'Well done, you've done it!' Pre-school children show what they have learned over time. For example, they understand which flying insects are yellow and black and that architects design buildings. This shows a good level of vocabulary and understanding.

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

- The manager has clear learning intentions and her plans for the curriculum are ambitious for all children. This includes children with special educational needs and/or disabilities (SEND). There is a strong focus on the importance of enhancing children's communication and language development.
- Key persons know their children well. They understand their personalities, learning needs and styles. Staff plan activities that they base on children's interests while encompassing their next steps in learning. This helps children to make good developmental progress.
- Children with SEND receive the support they need to be fully included in play and learning. For example, staff operate a buddy system, and this enables children who need it to receive a higher level of support. This enables children to move forwards in their learning.
- Babies access many activities that enable them to use their sense of touch. For example, staff place resources, such as a mixture of lentils, paint, oil and water, in wallets for babies to manipulate with their hands, exploring the contents.
- Children learn to manage their personal care needs. They independently use the tissue station and check their faces in the mirror. This enables them to build their independence skills.
- Staff use words in children's home languages, which other children also begin to use. However, staff do not purposefully explore and plan ways they can embrace

children's heritage and cultural backgrounds more effectively. This does not further support children's awareness of similarities and differences.

- The manager and her staff have adapted their practice to meet the differing needs of children since the COVID-19 pandemic. For example, they revised their settling-in procedures to provide a more bespoke service. This has helped children to settle more effectively.
- The manager understands how to assess the quality of staff's interactions with children. Through observations and discussions with staff, she helps to identify area of strengths and those to work on. This helps support staff to improve their practice and interactions with children.
- The organisation of the baby room means that, occasionally, some children become unsettled. Some staff are not always fully alert to this and they focus on routine tasks. This does not always fully support the youngest children's needs at all times of their day.
- Parents speak positively about the quality of care and education their children receive. They explain how their children's communication and language development has developed greatly. Parents also state that there are effective settling-in arrangements in place. This enables children to settle with ease into their new nursery surroundings.
- There is a clear program of ongoing training and professional development. Staff have regular meetings with the manager and receive daily support from senior staff. Staff report that managers are supportive of their well-being, such as altering working days and times to support their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection and aspects that would cause them concern, including allegations about staff. They know the procedures to follow internally and then externally to make a safeguarding referral. Staff attend regular training to enhance their knowledge. They understand the indicators that a child may be at risk of harm, including aspects such as radicalisation and extremism. Children learn about their own safety and that of others. For example, older children learn what they might need while on a construction site to keep themselves safe, including hard hats, goggles and high-visibility jackets.

What does the setting need to do to improve?

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

- build on the organisation in the baby room to provide children and staff with even more stability
- embrace children's cultural backgrounds and heritages more effectively to support their awareness of similarities and differences.

Setting details

Unique reference number	127301
Local authority	Kent
Inspection number	10284634
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	74
Number of children on roll	124
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01732 871300
Date of previous inspection	10 August 2017

Information about this early years setting

Busy Bees Day Nursery at East Malling originally registered in 1990 and changed ownership in 2014. It is now owned by Busy Bees Nurseries Limited. It operates from premises on the Malling School, in East Malling, near Maidstone, Kent. The nursery is open each weekday from 8am to 6pm, all year round, with the exception of public holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 23 members of staff. Of these, 15 staff hold qualifications at level 2 or above.

Information about this inspection

Inspector

Helen Penticost

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 the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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