

Inspection of Busy Bees Day Nursery at Reading International

Reading International Business Park, (Behind the Verizon building), Basingstoke
Road, Reading, Berkshire RG2 6DA

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 are greeted by staff who are affectionate and sensitive to their needs. This helps children feel secure and they settle well. Children are encouraged to engage in learning, and focus on their activity with positive interactions from staff. The youngest children are warmly supported to settle into their environment. For instance, staff gently comfort them by singing and looking at books. The staff read to the children in a way that provokes their curiosity and keeps them interested. They encourage the children to turn the pages themselves. With thoughtful distraction, their transitions are supported well.

Children love being outside, and staff provide activities that engage the children and support their learning. For example, children have individual pots of water and paintbrushes. They make marks on the floor and walls and staff support them to recognise simple shapes. They extend their activity by encouraging the children to write the first letter of their name. Children are engrossed in their learning and relish in their experience. Furthermore, staff sit with children and build towers using large soft bricks. They encourage children to persevere and share their delight when they knock the towers down.

Children are happy, confident and they demonstrate positive behaviour. They adhere to appropriate rules and boundaries and are developing a positive sense of self.

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

- The manager's intention for the children's learning is centred around their needs and stages of development. She can clearly identify areas to be enhanced and explains how children are supported to achieve goals and develop. The manager considers what children already know and can do. The curriculum builds on learning and supports children with what they need to learn next. Overall, the manager has a good understanding of how children learn and how she can promote their learning.
- The manager and staff demonstrate inclusive practice and provide quality learning for all children. Activities are well thought out and adapted to support children with special educational needs and/or disabilities (SEND). Children's individual needs and abilities are considered with targeted goals to be achieved. This helps children receive the support they need and they progress well in their learning.
- Staff organise group activities for children before their mealtime. During this time, staff enthusiastically sing to gain children's attention. Some children are interested and enjoy joining in and sing with their friends. However, other children lose focus and go off on their own agenda, as staff have not planned

these times fully effectively. This means that not all children benefit from these activities.

- Managers and staff have rigorous risk assessment checks in place to ensure that the environment is safe for the children to play and explore. Staff are watchful and seek to minimise and remove potential dangers to keep children safe. The manager conducts regular security checks to make sure boundaries are secure and any hazards are swiftly identified and removed.
- Children are generally supported well at mealtimes and demonstrate a good understanding of the daily routines. Most staff use the opportunity well to help younger children become independent in feeding themselves. However, this is not consistently reinforced across the nursery. For example, staff working with the older children do not consistently help children to practise skills they have already learned, such as using cutlery competently. This limits the opportunities for children to be confident in managing self-care routines, such as pouring drinks themselves.
- Partnerships with parents are good. Parents express that they are happy and feel their children's needs are met. There are appropriate systems in place for parents to share any concerns they may have. Staff keep parents well informed about their children's learning and development. This helps them to continue children's learning effectively at home.
- The nursery is managed by an effective leader. She has high expectations and is committed to supporting the well-being of her staff team. She leads by example and staff confirm they feel well supported and their professional development is continually planned for.

Safeguarding

The arrangements for safeguarding are effective.

The manager is committed to ensuring that staff have effective safeguarding knowledge. She understands the importance of this to keep children safe and to protect their welfare. Staff demonstrate their understanding of the correct processes to follow if they have concerns that a child is suffering from abuse. They show awareness of the different signs and indicators of possible harm, and would act swiftly to protect children in their care.

Managers and staff have appropriate procedures in place to keep children with allergies safe. They are watchful and effectively monitor children during mealtimes. Staff recognise the importance of following precautions to ensure that the safety and welfare of children.

What does the setting need to do to improve?

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

- ensure that older children are encouraged to become increasingly independent during all routine activities, including mealtimes
- strengthen the planning of group activities to ensure that these sessions engage and include all children consistently.

Setting details

Unique reference number	EY476489
Local authority	Reading
Inspection number	10284394
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	105
Number of children on roll	102
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0118 914 5560
Date of previous inspection	18 December 2019

Information about this early years setting

Busy Bees Day Nursery at Reading International opened in 2014. It is situated in Reading, Berkshire. The nursery operates five days a week, from 7.30am to 6pm, all year round. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 19 staff who work with the children, seven of whom hold relevant qualifications at level 3, three at level 2 and one at level 6.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection and explained what they liked doing at nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of group activities with the manager to evaluate the impact of the nursery's curriculum on children's learning.

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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