

Inspection of Busy Bees Day Nursery at Bromsgrove

19 Stoke Road, Aston Fields, Bromsgrove, Worcestershire B60 3EQ

Inspection date: 5 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children's attitudes and behaviour are exemplary. While engaging in meaningful activities, they show the highest levels of enthusiasm and motivation. Staff skilfully teach children how to assess risks and care for their friend's safety. As a result, children's awareness of rules and boundaries is excellent. Children take pride in being the 'safety officer' and use tick sheets to check the environment for hazards. They patiently wait for staff before entering the eating area, and use clear vocabulary to explain the importance of picking up toys from the floor.

Children are fully engrossed during activities. They listen carefully to their friends and clap each other's achievements. Children demonstrate their kindness by asking staff to write positive sentences about their friends on a 'kindness cone'. Children are extremely independent. Young children locate bins for their tissues, while older children pour their own drinks and serve their lunch.

Children's conversational skills are continuously developing to a high level. They exchange new words when they talk about their feelings and have learned that when their friends are feeling 'blue', it means they are 'sad'. Babies babble during their explorative play and confidently crawl to the next inviting activity. They have access to an abundance of activities that ignite their senses. They feel sand and water between their fingers, listen to enthusiastic staff singing nursery rhymes, and peer through brightly coloured shapes.

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

- The manager is an inspirational leader. She has embedded a highly ambitious curriculum that helps children to develop, consolidate and deepen their knowledge and understanding. Staff share her high expectations and motivation for children's learning, and know children exceptionally well. Detailed observations and assessments are completed by staff, who use the information to plan exciting, innovating and purposeful activities that inspire children to learn. As a result, children make excellent progress across all areas of learning.
- The manager places a huge focus on supporting staff's health, well-being and professional development. Staff receive regular supervisions, which highlight their interests, strengths and areas of development. Targets for staff are designed to inspire and encourage them to continually expand and build on their already excellent knowledge. They discuss and evaluate the impact that their ongoing professional development has on the children and the setting. For example, staff have attended baby training to enhance their knowledge about babies and younger children. The excellent care that babies receive is a reflection of this training.
- Children are provided with ample learning opportunities, and staff are talented

at recognising when activities can be extended. For example, when older children read books, they learn about the parts of the book, such as 'spine' and 'blurb', which helps to extend their vocabulary. Staff consistently encourage less-mobile children to walk independently between activities to build the strength in their muscles.

- Children have extremely high levels of curiosity and positivity. This is a reflection on the strong staff team, who consistently encourage children to engage in conversations and problem-solving. When children are having their lunch, they discuss the birds that they can see in the garden and learn where eggs come from. Children run their own council, which gives them opportunities to engage in decision-making and learn about respecting the opinions of others.
- Children with special educational needs and/or disabilities receive outstanding support and encouragement. They benefit from individual, detailed and clear support plans, which outline their targets and needs. Staff follow these plans consistently. They offer one-to-one support as needed and help children to feel secure in their surroundings. Children who speak English as an additional language are given the best possible support, as staff learn words and phrases in their home language. Children receive an inclusive and child-centred experience, which helps them to make excellent progress.
- The manager has established extremely strong relationships with local schools and external agencies. Children's individual development plans are shared with appropriate professionals. As a result, children and parents receive high-quality input from a wide range of professionals to enhance their child's learning. Children meet school teachers to fully prepare them for their transition to school. In addition, staff visit the schools to gather valuable information about the skills that children will need to help them flourish in their next stage of learning.
- Parents are overwhelmingly happy with the communication, care and support that their children receive. They express their confidence about how happy their children are and how much progress they make. They comment on the detailed support that their children receive to prepare them for school, and how strong their relationships are with the manager and staff.

Safeguarding

The arrangements for safeguarding are effective.

All staff prioritise children's well-being and safety in this setting. They have an excellent knowledge about how to recognise signs and symptoms of abuse. Staff speak confidently about the processes for making referrals to outside agencies if they have a concern about a child's welfare or a member of staff. The manager ensures that staff receive rigorous training, including training that is tailored to reflect the needs of the local area. All staff receive first-aid training to increase the help and support that children receive should an accident or injury happen. Staff risk assess the setting daily to ensure that children are learning in a highly safe, secure and hygienic environment.

Setting details

Unique reference number	205167
Local authority	Worcestershire
Inspection number	10279916
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	1 to 4
Total number of places	86
Number of children on roll	89
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01527 575375
Date of previous inspection	1 September 2017

Information about this early years setting

Busy Bees Day Nursery at Bromsgrove registered in 2000. It is managed by the Busy Bees nursery chain. The nursery is situated in the Aston Fields district of Bromsgrove. The nursery opens from Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 11 members of childcare staff. Of these, seven hold qualifications at level 3, one holds a qualification at level 2, and three are unqualified.

Information about this inspection

Inspector

Nancy Hitchcock

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 inspector held discussions with staff at appropriate times throughout the inspection.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation of an activity and discussed the impact this had on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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