

# Inspection of Busy Bees Day Nursery at Derby Oakwood

29 Smalley Drive, Oakwood, DERBY DE21 2SF

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Inspection date: 11 April 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 are keen to start their day at nursery. They rush through the door and knock eagerly on the window of their room, waiting for staff to open the door. They confidently wave goodbye to their parent and snuggle with the familiar staff. Children show that they feel safe and secure in their care.

Staff are helping children learn how to keep themselves and others safe. Children know what a hazard is and how staff can help keep them safe. For example, children complete 'garden checks' in the outdoor area with staff, before they go out to play. They know to tell an adult if they spot a hazard, such as a broken toy. When children find a bee on their play equipment, they call a member of staff over to help move it. They decide that a leafy plant would make the most appropriate home so the bee can 'make honey'. Children enjoy learning about where the bee has come from and share the adventures it might go on, making reference to 'Buzz' the nursery teddy. Children and staff work together as a team to carefully move the bee. They show a great responsibility in taking care of their environment.

Children demonstrate awareness of expected behaviours. They are kind and considerate to each other. They share and take turns, with gentle reminders offered by staff. Staff talk to the children about their emotions and ways that they are feeling. All children receive good levels of support and reassurance from the staff. This has a positive effect on children's confidence, behaviour and emotional well-being.

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

- During adult-led focused activities, staff ask children high-quality questions that develop their thinking. They teach children new vocabulary that expands their knowledge. However, during the more spontaneous play opportunities, staff are not as confident in applying these teaching methods. For example, when children declare that they have found a snail in the garden, staff reply 'oh that is lovely', but do not use the experience to extend children's language and thinking.
- Staff plan a wide range of activities and experiences based on children's interests. They know the children well and have a good understanding of what they need to learn next. However, occasionally, children are not able to make independent choices of what they can play with to lead their own learning.
- Children with special educational needs and/or disabilities are supported well. They have their needs identified by staff who action support swiftly. Staff work positively with parents and multi-agency professionals to support children to make the best possible progress.
- Leaders and staff have a shared intent that they encourage the children to have

a can-do attitude. This is evident when toddlers have a go at putting on their own coats to go outside. Children initially put their arms in the wrong way so that their coats are on backwards. Staff allow children time to work out what is wrong and how to fix it. Children show a sense of pride in their achievement and celebrate with a cheery smile.

- Staff make sure that babies and young children are well cared for and have the attention and support that they need. For example, when children start at the nursery, staff sensitively work with them to provide the necessary support, personal comforts and play activities. As a result, these children settle quickly at the nursery.
- Parents say the staff are welcoming and provide love and care for children. Children are excited to go into nursery, where they are met by their key person with whom they have built a close bond. Parents say that they receive good communication regarding how children are developing and the progress they are making. They say that they have not been able to access the local library since the COVID-19 pandemic. Leaders have developed a 'lending library' and families regularly borrow books from the nursery to read at home to their children. This supports children's language and literacy skills.
- Staff are provided with a range of training opportunities to help them to support children's learning. They state that they feel well supported and that the leadership team has an open-door policy. Staff receive regular supervisions and state that they work well as a team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and of the procedures to report any concerns they may have about children in their care. They complete regular training to ensure their child protection knowledge remains up to date. Staff are able to share their understanding of wider safeguarding issues, such as 'Prevent' duty and county lines. The staff team know where to find the information they need to make a referral to outside agencies. Robust recruitment processes are in place to ensure staff suitability. Staff supervise children closely. They ensure that babies are safe while they sleep through close monitoring practice.

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

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

- support staff to make more effective use of spontaneous opportunities to extend and challenge children's learning
- enhance opportunities for children to make choices of what they would like to play with to lead their own learning.

## Setting details

<b>Unique reference number</b>	206110
<b>Local authority</b>	Derby
<b>Inspection number</b>	10275297
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	110
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01332 544321
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

Busy Bees Day Nursery at Derby Oakwood registered in 1999. It is located in Oakwood, Derbyshire. The nursery employs 23 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one at level 5 and one at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracy Hopkins

## 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 the provider and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with staff during the inspection and spoke to children.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of staff suitability.

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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