

# Inspection of Busy Bee's Kindergarten

Gig Mill Methodist Church, Glebe Lane, Stourbridge, West Midlands DY8 3YG

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Inspection date: 17 May 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 | Inadequate |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time at this kindergarten. Staff plan experiences well to support children's learning. Children settle quickly into their chosen activities. During key-group time, each child in turn is asked if they would like to share any news. Children excitedly share what new things they have brought and how much they like them. Staff listen and respond attentively to each child's contributions. This demonstrates mutual respect towards others. Children work cooperatively together to manoeuvre along on the bicycles as they develop their gross motor skills and turn-taking in the large hall. They play team games together, listening to the next instruction about how many spaces to move before the leader chases them back to the start. Children giggle in sheer delight when their friends try to catch them.

Children develop their communication and language skills well. For example, they sing a rhyming song that includes similar words for children to match together. Staff encourage children to wait their turn. This allows the less confident children to contribute their ideas and think about the matching word, which allows all children to have a voice. Children learn about the world around them. They celebrate different cultural events, widening their knowledge of the world they live in. Staff celebrate children's unique achievements. Children smile proudly when staff share praise. This gives children a sense of pride in what they have accomplished.

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

- Managers and staff have made significant improvements since the last inspection. There is high ambition for staff to ensure they receive the right training to help them improve their knowledge when supporting children with their learning. The curriculum focuses on developing all seven areas of learning, with emphasis on communication and language and promoting a language-rich environment.
- Children explore a wide range of activities and engage with their friends in their learning. They choose where they want to play. Staff plan specific activities to promote children's learning in different ways. However, occasionally, some planned activities are not organised as well as they could be to fully engage children in their learning. For instance, there are times when children begin to absorb themselves in their learning and this is quickly stopped to begin another activity. This results in children losing their focus.
- Staff are positive role models for children. Overall, children behave well. Staff implement different approaches to support children to understand their behaviours. However, staff are not always consistent when they embed these. As a result, children do not always gain a clear understanding of why their

behaviours are not acceptable.

- Parents have high regard for the care their children receive and the involvement they have in their children's learning. They report that they value being part of their children's learning and attending the workshops. Parents say that this has helped them to learn about the different activities that support their children's learning. They love to see their children immersed in their play and the progress they make.
- Staff ensure that all children receive the same experiences. Children with special educational needs and/or disabilities have the support in place to ensure they make good progress. Staff support children who struggle to communicate their needs. They wait patiently for children to identify what they want and they reinforce their understanding with clear instructions. Staff understand that some children need additional time and adapt their teaching according to their needs.
- Staff promote children's confidence through everyday engagement. Children confidently tell visitors what they enjoy about their time at nursery, especially playing with their friends.
- Children are very well prepared for transitions to school. Staff recognise the importance of teaching children essential skills, such as developing their independence throughout their time at nursery. For example, children learn to cut their fruit at snack time or pour their own milk. Children are actively encouraged to wipe their own noses, helping them to learn self-care skills.
- Children learn about healthy lifestyles through conversations and activities. They learn about the importance of eating healthy food and how to keep their teeth clean. For instance, children learn how to clean their teeth by using pretend teeth and toothbrushes.

## Safeguarding

The arrangements for safeguarding are effective.

Managers have created a strong safeguarding culture across the kindergarten. All staff have a secure knowledge of the reporting procedures should they have a concern about a person in a position of trust or a child. They can recognise the possible signs that a child's welfare may be at risk. Staff are vigilant during children's time at the kindergarten and remind children how to be safe. For example, they remind children how to use the knife safely to cut their snack. Managers follow a robust recruitment procedure to ensure all staff working with children are suitably vetted.

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

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

- review the organisation of activities to ensure all children can fully maintain their focus and engage in their learning

- support staff to embed expectations for children's behaviour consistently so that children understand right from wrong and the impact of their behaviour.

## Setting details

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| <b>Unique reference number</b>                     | EY271261                           |
| <b>Local authority</b>                             | Dudley                             |
| <b>Inspection number</b>                           | 10275338                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 30                                 |
| <b>Number of children on roll</b>                  | 26                                 |
| <b>Name of registered person</b>                   | Haynes, Joanne                     |
| <b>Registered person unique reference number</b>   | RP909574                           |
| <b>Telephone number</b>                            | 07729 256 082                      |
| <b>Date of previous inspection</b>                 | 8 December 2022                    |

## Information about this early years setting

Busy Bee's Kindergarten registered in 2003. It is located in Stourbridge, Dudley. The kindergarten opens Monday to Friday, during school term times only. Sessions are from 8am until 4pm on Monday and Friday and from 8am until 1pm on Tuesday, Wednesday and Thursday. The kindergarten employs six members of staff. Of these, one holds a relevant qualification at level 6, three hold qualifications at level 3 and two hold qualifications at level 2. The kindergarten is in receipt of early years education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Wilson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 a joint observation with the manager.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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