

Inspection of Busy Bees at Sevenoaks

1 St John's Road, Sevenoaks, Kent TN13 3LR

Inspection date: 19 May 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 arrive happy at this friendly and welcoming nursery. They are pleased to see the staff and check on the well-being of the resident goldfish. Warm and nurturing staff ensure that they form strong relationships with children by engaging them in conversations. Children show they feel safe and secure as they separate from their parents with ease. Staff know the children well. They find out about children's interests and use this information to plan enjoyable and interesting activities. The key-person system is well embedded, and staff make sure that, through thorough monitoring, every child has access to the broad curriculum on offer. Children enthuse about space and the planets. Staff build well on this interest and plan useful experiences that extend children's understanding of this topic further. They have high expectations for all children and want them to achieve their very best.

Younger children also enjoy the activities on offer. They are encouraged to share photos of their home adventures, and staff use these to create a sense of belonging and reassurance in the nursery. Staff model language clearly, read stories and encourage children to join in with rhymes and songs. Children's communication and language skills are developing well.

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

- Children behave very well. They follow instructions and show high levels of independence. For instance, children pour their own water from jugs and work hard to use their knife and fork. Picture timetables displayed in rooms help children to understand their daily routines. When it is time to tidy up, children listen well to staff and help to put toys and resources away.
- Staff plan activities to support children's mathematical and literacy development. However, the focus is not always where it needs to be to ensure that children have the skills and understanding they need for later, more-formal learning at school. For example, staff do not focus on ensuring that children know all they need to know about numbers one to 10 before introducing numbers beyond this. This is also the case for children's writing, where staff do not focus enough on children's physical readiness to manage writing later on.
- Staff find out about children's lives before they start at the nursery. For example, they gather information about children's differing faiths, backgrounds and experiences. Parents are invited into the nursery to join in with opportunities to celebrate diversity. Children develop an awareness of their own and each other's backgrounds.
- Staff promote an interest in books and stories very well. They use story sacks that contain nursery rhymes, puppets and props. These excite children and motivate them to read. Children take books home to share with their parents.

Staff consider how stories can be used to deliver other useful learning. They include books about oral hygiene to help children understand the importance of looking after their teeth. This helps to enhance children's love of reading and helps them to develop good habits in relation to health.

- Overall, there is good support for children with special educational needs and/or disabilities (SEND). Staff identify when children need extra support. They work with parents and make ongoing observations to provide important information for other professionals, as necessary, to ensure early intervention and help close gaps in learning. However, sometimes, staff who do not know the children so well lack the confidence to adapt their interactions to best meet these children's specific needs. At these times, children do not always receive the targeted support they need to get the most out of their time at the nursery.
- Partnerships with parents are strong. Leaders and staff work hard to support good communication with parents about all aspects of their child's care. They assess and evaluate this regularly, making changes and enhancing their effectiveness. Staff communicate successfully with parents through daily chats and messages. Parents say they feel well informed.
- Leaders self-reflect well, which has helped staff to improve their practice and ensure better outcomes for children. For example, the outdoor learning environment has been extended and rearranged to better meet children's needs. Staff take part in regular supervisory meetings to discuss their practice and arrange further training to help support their professional development. They say they feel valued and supported to do a good job.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff have a sound understanding of their responsibilities in keeping children safe. They work in partnership with other agencies to ensure that children and their families get the right support when they need it. Staff have completed training to ensure that their knowledge and skills are current. Staff know what action they would take if they were concerned about a child or the conduct of a colleague. Effective procedures are in place for the recruitment and induction of new staff. This means that children are cared for by suitable staff.

What does the setting need to do to improve?

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

- review planning to ensure that older children have plenty of time to practise and embed skills, to support future learning
- support all staff to have the knowledge and confidence they need to provide the tailored support some children with SEND need, to ensure consistency throughout the day.

Setting details

Unique reference number	EY477986
Local authority	Kent
Inspection number	10280348
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	92
Number of children on roll	160
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01732 450466
Date of previous inspection	18 September 2017

Information about this early years setting

Busy Bees at Sevenoaks registered in 2016 and is located in Sevenoaks, Kent. It is part of a chain of over 300 other nurseries. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery employs 29 members of staff. Of these, 16 hold appropriate childcare qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Williams

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 nursery.
- 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 told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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