

Inspection of Busy Bees at Wirral Beechwood

7 Plymyard Avenue, Bromborough, Wirral, Merseyside CH62 6BQ

Inspection date: 8 June 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 flourish in this interesting and fun-filled nursery. They enter happily and are at the heart of everything that the nursery does. Children have a strong voice and are actively encouraged to make choices and direct the flow of their play. They are confident to put forward their ideas when making a den in the garden. Staff have an innate understanding of the children's needs. Children thrive because of the strong emotional attachments they have with the staff. Staff plan a curriculum that is tailored to the children's individual needs. Furthermore, they skilfully adapt the plans to meet the ever-changing needs of the children. This means children make rapid and sustained progress.

Staff are highly skilled communicators who create an interesting and language-rich environment. This stimulates children's curiosity and imagination. Children develop a love of reading. They know that books can be read for pleasure and for information. Staff have carefully chosen books and resources that represent the children that attend the nursery. As a result, children feel valued and are confident to celebrate their individuality.

Children are respectful of one another. They share their toys and patiently wait for their turn in activities, such as when they are making jelly. Children have a secure knowledge of the nursery's rules, such as using 'kind hands'. They are confident to remind others of the rules when they forget. Children learn to manage their emotions and feelings and treat everyone with kindness.

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

- The setting is led by an enthusiastic and passionate manager. The manager's enthusiasm has sparked staff's imagination. This has provided a wealth of exciting and interesting learning experiences for children. For example, children relish the opportunities to construct with recycled materials, such as tyres and bamboo. This helps them to discover the properties of different materials as they build. They also learn about the importance of recycling.
- Staff are committed to giving the children the best start in life. Staff value the training and support provided, which has enabled them to think creatively. For example, the creation of a quiet sensory area provides a safe space for children who are feeling anxious. This enables them to settle and quickly re-engage in their play.
- An ambitious and well-sequenced curriculum helps children make excellent progress across all areas of their development. Children are deeply engaged in their learning and frequently invite their friends to join in the fun. Three friends watch in awe and wonder as they create jelly. They work harmoniously together and put forward their ideas as to what may happen next. Ultimately, children

become critical thinkers and problem-solvers.

- Children are confident speakers. They love to hear and use new words, such as 'pterodactyl' and 'stegosaurus'. They are confident to tell and show what the animals say and do, for example saying, 'The crocodile goes snap, snap, snap,' as they close their jaws. Staff use songs to enhance children's learning experiences. They sing 'Row, Row, Row Your Boat' when children play in the water. Children smile in delight as they happily join in. This creates a strong foundation for future learning.
- Children develop a secure understanding of early mathematics. Older children confidently count to five and beyond. They are beginning to know the value of numbers. Younger children learn about numbers as they sing 'Five Little Speckled Frogs'. This helps children to develop a positive attitude to mathematics and problem-solving.
- Babies are provided with excellent opportunities to practise their crawling and walking skills. Older children learn to take risks as they clamber up the climbing frames and cargo net. Children use a range of real tools and resources with increasing control. They concentrate intently as they use a large kitchen spoon to pour water on to the flour to make dough. This helps children have confidence in their abilities.
- Staff provide a highly inclusive environment in which children can play, learn and explore. Children develop a strong sense of self and what makes them unique. Children gain confidence in managing their feelings and emotions. They show empathy to their friends who are upset and help the staff move a bumblebee to a place of safety. Children learn about tolerance and compassion.
- Children with special educational needs and/or disabilities are very well supported. The special educational needs coordinator works with parents and professionals so that children have the right support. The staff have used early years pupil premium funding extremely well to support the children. This reduces children's anxieties and helps them to fully participate in their learning.
- There is a strong commitment to working in partnership with parents. The manager ensures that any concerns are resolved quickly. Parents are very complimentary about the care provided. They say that their children are happy, safe and are blossoming here.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Children learn to keep themselves safe as they line up to go in and out of the garden. The designated safeguarding leads and staff have a good understanding of effective safeguarding practice. They know who to report any concerns to. This includes the reporting procedures should they have a concern about a colleague. This keeps children safe. Risk management strategies are effective. For example, alarms sound if an external door is left open. This means children are cared for in a safe and secure environment. Robust recruitment practices mean children are cared for by suitable adults.

Setting details

Unique reference number	EY272702
Local authority	Wirral
Inspection number	10290875
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	68
Number of children on roll	90
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0151 334 7550
Date of previous inspection	8 January 2020

Information about this early years setting

Busy Bees at Wirral Beechwood re-registered in 2003. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including 10 who hold a qualification at level 3. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 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 and communicated with the inspector during the inspection.
- Staff spoke to the inspector throughout the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between the staff and the children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with and considered the testimonies of parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of staff's 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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