

# Inspection of Busy Bees Day Nursery at Bicester

1 Barberry Place, Bicester, Oxfordshire OX26 3HA

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Inspection date: 17 July 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 happy, confident, friendly and have superb bonds with staff. They show they feel safe and secure as they happily play alongside staff and seek them out for support when needed. Children respond positively to staff as they are supported to share and take turns. For example, children cooperate well as they create and build tunnels to roll balls through and catch at the bottom.

Children show high levels of engagement and have a positive attitude towards their learning. For example, children enjoy using construction blocks to build towers, thinking about how tall they can make them. Staff ask questions to promote children's critical thinking and introduce mathematical concepts of size. They ask children to estimate how many blocks they would need to make a tower as tall as themselves. Children thoroughly enjoy exploring the inviting garden area. Staff encourage children to consider and manage risks as they challenge themselves while climbing on the apparatus in the garden.

Staff provide an ongoing dialogue that supports children's communication and language development. Children learn about letter sounds as they explore finger paint to form the letters in their names. This supports their early literacy skills. Children identify the letter and sounds in their names and those of their friends.

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

- The management team has the same ambitions for all children, including those with special educational needs and/or disabilities (SEND). Key people know their children well and, overall, plan effectively to monitor progress and plan next steps to meet their needs.
- Children are physically active in their play, developing their physiological, and motor skills. They show good control and coordination in both large and small movements, appropriate for their stage of development. For example, babies learn to balance and develop coordination when throwing balls, climbing or balancing on beams and apparatus in the garden.
- Children are beginning to manage their own feelings and behaviour, and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them. For example, staff listen to the children and offer suggestions to resolve disagreements. The children are encouraged to decide what they can do to 'make it better'.
- Children demonstrate their positive attitudes to learning through high levels of concentration and enjoyment. Practitioners demonstrate active listening skills that support children to listen and respond positively to adults and each other. For example, children particularly enjoy sharing books and stories with

practitioners and talk in detail about the pictures in the books. Children understand how to take their turn in conversation and wait patiently to speak.

- The key-person system is well established. This helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to develop their emotional literacy. Children use feelings bottles to shake and use to express their feelings by the sounds they make.
- Leaders have created a culture where staff feel valued and supported. They provide supervisions to support staff professional development. Staff are alert to identify children who may have SEND and the special educational needs coordinator (SENDCo) is prompt to make referrals to outside agencies. However, the SENDCo and staff do not always liaise as effectively as possible to consider additional strategies for children who are awaiting assessment.
- Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors. They give clear and consistent messages to children that support healthy choices around food and rest. The nursery chef ensures a healthy, varied diet is planned and prepared each day, considering the dietary requirements for each of the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know and understand their roles and responsibilities to safeguard children and the importance of early identification to ensure children receive the help they need. Staff receive regular safeguarding training to keep their knowledge up to date, including training on the 'Prevent' duty. They understand the different types of abuse children can be subjected to, including the signs and symptoms of female genital mutilation. Staff know the procedures to follow should they have concerns about a child or adult and know how to escalate concerns. The management team follows safer recruitment procedures to ensure that all staff working with children are safe to do so.

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

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

- enhance the arrangements to coordinate the planning and support for children who are waiting for assessments from outside agencies.

## Setting details

<b>Unique reference number</b>	134308
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10300075
<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>	139
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01869 321522
<b>Date of previous inspection</b>	30 August 2019

## Information about this early years setting

Busy Bees Day Nursery at Bicester registered in 2000. It is one of a number of nurseries managed by Busy Bees Childcare Limited. The nursery operates from a purpose-designed building close to the centre of Bicester in Oxfordshire. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open each weekday from 8am to 6pm, all year round, with the exception of public holidays. There is a breakfast club from 7.30am and a late-stay facility until 6.30pm. There are 21 members of staff who work with the children. Of these, 10 staff hold appropriate early years qualifications at level 3 or above and this includes the manager who holds a qualification at degree level. A further six members of staff hold qualifications at level 2 and there are five unqualified members of staff.

## Information about this inspection

### Inspector

Lisa Robinson

## 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 and the inspector had a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the staff and the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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