

# Inspection of Busy Bees Day Nursery at Gillingham Brompton

Khartoum Road, Gillingham, Kent ME7 5AX

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Inspection date: 7 September 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily and are greeted at the door by staff before being taken to their designated room. Children who are settling into the nursery are given the comfort and reassurance they need. Staff know the children well and set up activities they know interest them. This helps children to feel secure and settled. Younger children independently access their dummies and comforters. These are stored in individual boxes which are labelled with children's photographs. This helps to support them to manage their own feelings.

Children have access to designated outside areas. Babies enjoy exploring sand outside and older children show excitement as they sing and dance together. Staff support children to take turns and value each other's ideas. For example, they encourage children to vote on what book they want to read during group time. Staff support children to understand how to stay safe in the sun. For example, they talk to the children about using sun cream and drinking lots of water. Older children share the things they like to do at nursery. They talk about how to find bugs with magnifying glasses. Children recognise when they hear a helicopter overhead and stop their play to watch it fly over.

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

- The manager is passionate about supporting staff to ensure they understand the curriculum and implement it effectively. She provides formal supervision regularly as well as having informal meetings with the team. Staff report how well they feel supported in their role and understand their roles and responsibilities.
- The manager reflects on her practice and staff practice regularly. She is open to feedback and has meetings with senior managers to help her to identify areas they can improve. The manager and the staff team report how they feel their well-being is promoted, and they feel valued within their role.
- The special educational needs coordinator works well with staff to ensure children with special educational needs and/or disabilities (SEND) are supported in their development. The manager has ensured children with SEND have the support they need. For example, they fund additional staff to provide extra support for children who need it. As a result, children with SEND are making progress.
- Partnerships with parents are good. Parents feel informed about how their children are progressing and how they can support their learning at home. They are updated regularly on their children's progress via the online platform which the nursery uses. The manager has a variety of information accessible to support parents, such as information about keeping children safe online and where parents can save money on food.

- The nursery is located near a military base and the manager finds out about how she can best support military families. For example, she has introduced a diary for children whose parents are away, to use at home and at the nursery. This is to help children count down the days until their parents return home.
- Staff know their key children well and plan activities which follow their interests. They understand the curriculum and what children need to achieve before they move on to their next stage of learning. However, staff do not always organise the environment or activities to ensure they can follow children's emerging interests. For example, staff do not always ensure there are resources available to support children's curiosity. This has an impact on how well they can challenge and extend children's learning.
- Children enjoy healthy snacks and meals and sit for snack time in small groups. Staff support children to pour their own drinks and manage their own self-care. However, staff do not always deploy themselves well enough to be able to respond to children's requests. In addition, during transition times, children are left waiting for periods of time before receiving direction from adults. This has an impact on how well children are supported during these times.
- Staff support older children to understand the rules at nursery. For example, the children made rule cards that they refer to during the day, such as reminding each other to use 'kind hands'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands how to report concerns about children to the local safeguarding partners. She has recently updated her knowledge on where to report unexplained injuries and is due to attend refresher training on staff allegations. However, she understands the procedure to follow should an allegation be made against a member of staff, or herself. Staff know how to identify signs of abuse, including if a child was being exposed to extreme views or violence at home. The manager has recently made changes to the sleep procedure for babies to ensure their safety. Recruitment checks are robust and the ongoing suitability of staff is checked regularly.

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

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

- strengthen staff understanding of how to organise the environment and activities to ensure they fully support children's emerging interests
- review how staff are deployed to ensure they respond promptly to children's needs.

## Setting details

<b>Unique reference number</b>	EY408017
<b>Local authority</b>	Medway
<b>Inspection number</b>	10305886
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	92
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01634 840 800
<b>Date of previous inspection</b>	21 January 2019

## Information about this early years setting

Busy Bees Day Nursery at Gillingham Brompton registered in 2014 and is based in Gillingham, Kent. The nursery opens each weekday from 8am until 6pm all year round. It employs 25 members of staff. The manager holds appropriate early years qualifications at level 3. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Pippa Clark

## 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 manager and has taken that into account in their evaluation.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- 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, how they risk assess sleep time and staff qualification certificates.

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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