

Inspection of Busy Bees Day Nursery at Beverley

Butterfly Meadows, Grange Way, Molescroft, Beverley, North Humberside HU17
9GP

Inspection date: 5 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very engaged in their learning. They show curiosity and enjoyment in their play as staff create an environment that reflects children's emerging interests. Staff are kind and praise children regularly. This helps children to feel safe and valued, and children know what is expected of their behaviour. Staff engage with children at all times. They recognise children who need extra support and swiftly respond to their needs. Staff build positive, nurturing relationships with young children. They find out information from parents about children's care routines, their likes and dislikes and how they like to be comforted. Babies are settled and explore the environment with confidence.

Staff talk to children regularly. They give them time to answer questions and repeat back what children say. This is helping children to develop a wider range of vocabulary. Managers recognise that some children need extra support with their language and communication skills. They work with parents to help children further develop their language skills. For example, they have recently introduced a lending library where parents can take books home to share with their children. This encourages a love of books and reading. The impact of this can be seen in the nursery, as children choose to sit and enjoy books independently. Staff further support this as they read stories with expression. They create wonder and awe as they read the book and pause before turning the page. They ask children what they might see. Children are excited and wait in anticipation as the adult turns the page.

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

- The curriculum is carefully planned to support children's skills across all areas of learning. In particular, children's physical development is supported well. Children develop their fine motor skills using tweezers, jigsaws and play dough. They are supported by staff as they walk up and down a curved structure, carefully balancing. Furniture is organised to provide babies with opportunities to crawl and pull themselves up. Recent feedback from parents has also been acted on to provide children with more opportunities to take risks in their physical play.
- Staff introduce children to mathematical language. They count cubes with children and count their steps as they walk outdoors. Children count beyond 10, and staff extend their knowledge by counting up to 40. Children make patterns with shapes. As children roll balls from play dough, staff introduce the word 'sphere' and talk about 3D shapes. Children say they have made a 'big ball' and a 'small ball' from play dough.
- Staff share booklets with children with their family photos on. This helps children to quickly settle. Staff support children's emotional development and understanding of feelings. They talk to children about what is expected of them

and encourage them to share with their friends. However, occasionally, staff do not always implement the training they have received to support children's social skills even further.

- Staff provide opportunities for children to learn about health. Children learn about brushing their teeth and the need to keep them clean. Staff talk to children at lunchtime about foods that are healthy.
- Staff support children to develop their independence skills. Pre-school children wash their hands before lunchtime and collect their cutlery and cup before finding their name at the table. Staff encourage children to make choices and express themselves so that they have the skills they need when they go to school.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator is knowledgeable and supports staff to identify emerging needs. They implement individual plans that identify what additional strategies will help children with SEND to make good progress alongside their peers.
- Parents say that they feel listened to. When parents provide feedback to managers about what they would like to happen at the nursery, this is quickly acted on. Parents say that their children are well supported and treated as individuals. They say that staff have helped them with home learning to support their children to develop their imagination skills.
- Managers and leaders evaluate practice well. They are able to identify strengths and areas of good practice. Managers use observations of staff practice to identify weaknesses. They have addressed weaknesses since the last inspection. However, supervision processes do not always link together to fully evaluate the effectiveness of training to ensure the consistency of staff practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They can identify the signs that a child may be suffering from harm or abuse. They understand the procedure for reporting any concerns to ensure that children receive immediate support. Managers ensure that all staff keep their knowledge of child protection current and that they understand what is expected of them to keep children safe. Managers are robust in their response to allegations against staff. They follow local safeguarding partnership procedures and take swift action to ensure that children are safe and secure in the nursery.

What does the setting need to do to improve?

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

- monitor the effectiveness of training and how this is being implemented in

practice

- strengthen existing supervision processes so that they are more tightly focused on developing the consistency of all staff practice.

Setting details

Unique reference number	314667
Local authority	East Riding of Yorkshire
Inspection number	10311292
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	108
Number of children on roll	112
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01482 679999
Date of previous inspection	21 March 2023

Information about this early years setting

Busy Bees Day Nursery at Beverley registered in 1998. The nursery is part of a national chain managed by Busy Bees Day Nurseries, a private company. It currently employs 28 members of childcare staff. Of these, 16 hold relevant early years qualifications at level 2 and above. The nursery is open Monday to Friday from 7.30am to 6pm, all year round, except on bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Aimee Hill
Miriam Caldecott

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out a joint observation of a group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023