

Inspection of Busy Bees Day Nursery at Trowbridge

19 Hackett Place, Hilperton, TROWBRIDGE, WILTSHIRE BA14 7GW

Inspection date: 4 October 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children receive an excellent start to their early education. The manager and her highly motivated team know all children very well and have the highest aspirations for them. On starting, key person's create invaluable bonds with families. They take the time to get to know children and families, which creates a smooth settling-in period. This continues throughout the nursery and helps ensure seamless transitions for children moving on to the next stage. All children, even those who have recently started at the nursery, have secure bonds with their key person and are exceptionally well settled. Children thrive with the care they receive from the professional, kind and dedicated staff.

The newly appointed dedicated manager and her excellent staff team deliver a diverse, broad curriculum for all who attend. Staff create inspiring, meaningful activities for children, which they model with excitement and enthusiasm. Staff's exceptional interactions with children keep them engaged and eager to learn. For instance, as children attempt to free the dinosaurs from large ice cubes, staff provide them with tools they could use and discuss how heat from their hands would help melt the ice. Staff extend the activity even further when they teach children the names of the dinosaurs and share facts, such as some dinosaurs are herbivores and other are carnivores and what this means. Children are engaging and curious learners.

Children have lots of opportunities to develop their physical skills. Highly skilled staff create exciting table-top activities for babies to strengthen their legs and balance ready for walking. Toddlers develop their small-hand muscles for early writing when they squeeze pipettes in a painting activity. Older children learn to climb and take safe risks when they create their own obstacle course. Children become physically confident.

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

- The key-person system is very well established throughout the nursery. All key person's have an exceptional knowledge of their children, and they work closely with parents to ensure consistency in learning. They are aware of children's needs, interests and their next steps for learning. Staff tailor not only the activities they provide, but also their style of teaching, to specifically cater for the individual needs of each child. Children make exceptionally good progress from their starting points.
- Children with special educational needs and/or disabilities receive excellent support. The manager and her staff work closely with parents and outside agencies to ensure referrals are made in a timely manner to get children the support they need. Staff recognise the long wait for external interventions. They

use their extensive knowledge to create plans for children, alongside parents to ensure that children are best supported and make progress while they wait for external support.

- Staff have very high expectations for children's behaviour and are exceptional role models for them. Babies play alongside each other in the sand pit, and they smile at their friends as they play. Staff and toddlers discuss 'toddler values' at their morning circle time. These discussions teach children to make choices and the importance of listening and valuing others. Older children have exceptional levels of respect for others. For example, when children notice a friend has some grass in their hair, they warn them as they gently remove it and say, 'there you go, it is gone'. Children beam with happiness at their friends' kindness. Children's behaviour is excellent and supports their overall well-being.
- There is an exceptional partnership with parents. They are aware of any changes in the nursery and feel very well informed of what their children are learning while in attendance. Parents share that the 'excellent' team ensures that children have 'the best start in life', and that their children thrive and make exceptional progress. Parents of children with medical needs say staff go 'above and beyond' to ensure that their children receive the same opportunities as others. Families are valued and very well supported.
- Staff embrace children's cultures and traditions and learn about these within the curriculum. Children and families where English is not their first language share key words and phrases with staff, so that they can best support their children. They make good progress and build confidence in learning English, alongside their home language, with excellent support from staff.
- Highly enthusiastic staff provide all children with an environment that is rich with language. Staff talk to babies throughout play and care-giving routines. They introduce early mathematical language when they count the cars, 'one, two, three'. Toddlers begin to communicate with confidence, and staff listen to them intently and respond with enthusiasm. Staff communicate with children clearly and constantly introduce new language such as 'gigantic' and 'transform' in play. Older children recall when they learned about the importance of recycling to confidently create games with friends. For example, in the water tray, children 'save the fish' and clear the water of rubbish. They discuss how it is important for fish to have clean water so that they do not die. Children are extremely confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have an exceptional knowledge of safeguarding and their role to help keep children safe. They are aware of signs and symptoms that may be indicators a child is at risk of harm. There are robust procedures in place to report and record information regarding children's welfare. Staff know how to seek support from outside agencies where required. They are aware of the nursery's whistle-blowing policy and how to use this if required. The provider has a robust recruitment and ongoing suitability process to help ensure that staff are safe to

work with children.

Setting details

Unique reference number	EY239505
Local authority	Wiltshire
Inspection number	10304817
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	100
Number of children on roll	121
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01225 768510
Date of previous inspection	1 February 2018

Information about this early years setting

Busy Bees Day Nursery at Trowbridge registered in 2001. The nursery employs 29 members of full-time and part-time childcare staff. Of these, 19 hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah-Louise Clements

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents 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.

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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