

Inspection of Busy Bees Day Nursery at Canterbury

Riverside Childrens Centre, Kingsmead Road, CANTERBURY, Kent CT2 7PH

Inspection date: 10 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 and their families are warmly welcomed at this unique setting. Staff support them well. For example, staff regularly liaise with the children's centre staff to ensure families access support where needed. All children make good progress. Staff promote children's happiness and safety well. For example, leaders and managers ensure that the setting is secure and that staff are vigilant when working with children. Children benefit from a well-planned curriculum which is based on their needs and interests. Staff set up motivating and engaging activities for children. For example, babies enjoy exploring animal puzzles and finding ones they know with staff. Older children enjoy exploring paint and talking about autumn time. These experiences effectively support children's communication and thinking skills.

Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language are well supported. For example, staff model good use of language when playing alongside children in the water tray. They extend children's words and vocabulary. Children repeat phrases such as 'splish, splash, splosh'. Those who started with a few words are now confident communicators. Staff have high expectations of children. They adapt their provision to support children's independence well. For example, children use tongs to choose their own snacks. This supports children's confidence in their own abilities and positive attitudes to their learning.

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

- Children benefit from staff who know them well. Staff share information about children regularly. For example, staff work closely with parents to support children's emotional well-being, offering advice and support. Children who needed support in the past can now demonstrate how to manage their emotions themselves using individual strategies. This helps children to feel secure.
- Staff are positive role models. They praise and encourage children. They celebrate their successes, clapping when children proudly show what they can do. Babies are offered cuddles and comfort. Older children play well with their friends, creating their own games together. This successfully promotes children's self esteem.
- Partnerships with parents are effective. Parents say that their children have made good progress in their communication, social and independence skills. They appreciate the support they receive as parents. Staff involve parents in their child's learning at home. For example, parents are given ideas to help their children with toilet training and behaviour. They say that the staff are kind and caring and that they could not do without them.
- Leaders and managers are passionate and committed. They ensure staff are well

trained. Staff talk highly of the support they receive from leaders and managers. For example, there is a positive focus on their well-being, and managers celebrate staff with 'proud clouds', inviting children and parents to nominate them. Leaders and managers have ambitious plans for the future. For example, they intend to invest in the outdoor area to support children's wider experiences.

- Staff have developed effective partnerships with agencies such as early help and health visitors to support children and families. These strong relationships ensure children make good progress from the start. For example, leaders and managers use funding effectively to purchase new resources to support children's specific skills and gaps in learning.
- Staff plan motivating and meaningful activities for children to engage in. Children enjoy exploring trucks and diggers in the mud with their friends. Older children work closely with staff to build a wall with foam bricks, counting how high it is. This supports children's developing mathematical knowledge.
- Children benefit from learning environments which are adapted to meet their needs. Staff ensure provision is set up to support their learning and development effectively. For example, they have created large 'story corners' to encourage children to engage with books. Children enjoy listening to stories and joining in with favourite rhymes. This supports their listening skills well.
- Children know the routines of the setting. They eagerly get ready when it is lunchtime. Older children help to set tables. They talk positively about what the chef has made for them. Younger children are supported to wash their hands and find their places. However, on occasion, children are left waiting unnecessarily during some daily routines. For example, they wait for a long period while staff get their meals ready. This causes some children, including those with SEND, to become upset and impacts on their behaviour and positive engagement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers are conscientious in ensuring children's safety. They take swift action where necessary to address any significant incidents or events and to ensure children are safe. Staff benefit from a range of safeguarding training. They are confident to explain signs and symptoms of abuse and know whom to refer their concerns to. Staff know what to do if they have concerns about a colleague or if an allegation were made. Leaders and managers ensure new staff have effective induction processes. They complete safer recruitment checks and ensure staff's ongoing suitability. Staff have regular supervisions to ensure they are well supported in their roles. Staff support children to manage their own safety. Children use bikes with care, reading the safety posters first and being careful to ride safely around the garden.

What does the setting need to do to improve?

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

- review and improve daily routines so that children do not wait for long periods unnecessarily, including at lunchtime.

Setting details

Unique reference number	EY333589
Local authority	Kent
Inspection number	10312774
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	80
Number of children on roll	130
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01227 479036
Date of previous inspection	16 August 2019

Information about this early years setting

Busy Bees Day Nursery at Canterbury registered in 2006. It runs on the site of the Riverside Children's Centre in Canterbury, Kent, with which it has very close links. The nursery is open each weekday from 8am to 6pm, all year round, except for bank holidays. There are 22 members of staff, of whom 12 have early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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