

Inspection of Busy Bees Day Nursery at Solihull Discoveryland

Land Rover, Lode Lane, SOLIHULL, West Midlands B92 8NW

Inspection date: 15 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happily. Their parents take them to their room and help to settle them in. This helps children to feel secure from the onset. Staff are kind and friendly. They greet children joyfully and build warm relationships that support children's emotional well-being.

Children thrive because staff have high expectations for their learning. They carefully plan interesting and challenging activities that support every child's learning. Children are eager to get involved. Younger children use their hands to make marks as they explore paint. They develop their coordination skills as they learn how to stack and balance blocks. Staff promote their early mathematical skills as they count the number of blocks they use. Older children practise how to use a knife and fork as they play with dough. They use toothbrushes to clean dirt off a dinosaurs teeth. Staff extend children's knowledge by engaging them in discussions about how often they need to brush their teeth and children share their experiences of visiting the dentist.

Children develop their independence from an early age. Younger children know how to help themselves to a drink from the water station, whereas older children pour their own drinks when they want to. Children collect their own belongings and persevere to put on their own jackets.

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

- The newly appointed manager is passionate about providing children with high-quality early education. They have established secure foundations for the curriculum which they are continuing to support staff to build on. Staff provide children with a breadth of activities and experiences, which are designed to give children knowledge and skills in readiness for the next stage in their learning.
- Staff know children very well. They complete regular observations and assessments of children to find out what they know and can do. Staff use this information to plan exciting activities that support children to achieve what they need to learn next. This means that all children make good progress in their learning and development.
- Staff continuously expose children to a broad range of language. Children love listening to stories staff read to them. Staff constantly talk to children and sing songs and rhymes. Older children thrive as they join in. However, staff who work with younger children do not always allow them time to practise using the words they are exposed to so that they build on their language skills at the earliest opportunity.
- Staff and managers have high regard for children's good health. Children learn how and when to wash their own hands. They benefit from healthy and

nutritious meals and snacks. Managers provide useful information for parents to further promote children's oral health and hygiene at home.

- There is a designated coordinator to support children who have special educational needs and/or disabilities (SEND). They work closely with staff and parents if delays are identified in children's development to provide swift intervention. The coordinator knows how to access additional support from other professionals if children need this. As a result, children who have SEND are supported to reach their potential.
- Children's behaviour is good. This is because staff consistently reinforce their expectations to children. For example, children receive 'speeding tickets' as a reminder to slow down when moving around the nursery. Younger children are praised for sharing resources, which supports them to develop respectful relationships with their peers.
- Children thoroughly enjoy the broad range of exciting activities and experiences staff provide. They develop a highly positive attitude towards their learning. Older children recall the names of fruits they are familiar with. Babies delight as they use mirrors to develop an understanding of themselves. However, staff do not always recognise when children are deeply engaged in their learning. On occasions, they unnecessarily disrupt children's play and learning to take them away from an activity or to gain their attention.
- Managers are committed to providing staff with the skills they need to fulfil their roles. Staff receive regular supervision opportunities to discuss their performance and any issues they may have. They access an extensive training programme which helps to build on their continued professional development. Managers use self-evaluation well to identify how to further improve all staff's practice and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive thorough induction and on-going training opportunities that help them to understand their role to safeguard children. They recognise signs which may indicate a child is at risk of harm and know the procedures to follow to report these. Staff understand what to do if they have concerns about the conduct of another adult. Managers follow rigorous procedures to check the suitability of staff they recruit. Staff understand changes that they must tell managers about, which helps to ensure staff's on-going suitability to work with children. Risk assessment is used effectively to swiftly identify and respond to any safety issues.

What does the setting need to do to improve?

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

- support staff to minimise disruptions by recognising when children are deeply

engaged in their play and learning

- provide younger children with more opportunities to practise their speaking and communication skills.

Setting details

Unique reference number	EY422568
Local authority	Solihull
Inspection number	10312342
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	103
Number of children on roll	94
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01217004898
Date of previous inspection	26 April 2018

Information about this early years setting

Busy Bees Day Nursery at Solihull Discoveryland registered in 2010. It is situated within the Discoveryland site in Solihull. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. There are 35 members of childcare staff employed. Of these, three hold qualifications at level 6, 22 hold qualifications at level 3 and three hold qualifications at level 2. The nursery provides funded early education for three- and four-year-olds.

Information about this inspection

Inspectors

Lisa Bennett
Suzanne Taylor

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, deputy manager and one inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspectors and provided their views of the setting.
- The inspectors observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The manager and one inspector completed a joint observation to evaluate to effectiveness of teaching.
- The inspectors held a meeting with the manager, deputy manager and a representative from the organisation and looked at relevant documentation and evidence of staff suitability.

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