

Inspection of Busy Little Bees Nursery (Hall Green) Ltd

1493 Stratford Road, Hall Green, Birmingham, West Midlands B28 9HT

Inspection date:

16 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, the quality of interactions between staff and children are variable and the quality of teaching is not consistently good. Children are not stimulated to fully engage in the activities. As a result, they sometimes become bored and wander away. Despite this, children are keen to come into the nursery to see their friends. Staff warmly welcome children into their room, and children settle quickly. Children have secure relationships with key staff and seek them out for reassurance. Staff are attentive to children's individual needs. This supports children's self-esteem.

Staff provide children with nurturing interactions and help them to learn how to manage their behaviours. Staff move down to the children's eye level to explain to them about their expectations. Children enjoy their time in the garden. For example, they confidently climb steps and walk a plank on a wooden structure. Staff praise the children for their efforts, which helps to build on their self-confidence. They supervise children during these activities to help them remain safe during play. Children enjoy participating in their chosen activities. For example, younger babies develop their hand-to-eye coordination as they concentrate when selecting from various-sized coins to slot into the gap in a toy pig.

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

- Managers recognise that recent staff changes have resulted in inconsistencies in the quality of education that children receive. Not all staff are confident in delivering high-quality teaching and learning. The interactions between staff and children are variable and, at times, staff do not provide challenge or extend children's learning to enable them to make the progress of which they are capable. Although managers have implemented some support, this has not yet had the impact needed to ensure the quality of education is consistently good.
- Staff do not always plan routines effectively to meet the needs of children. At times, more experienced staff who are familiar with the nursery routines need to support those less familiar to help them understand their roles and responsibilities. During this time, children become restless and disengaged because they have to wait for extended periods of time.
- Generally, staff support children to develop their communication and language during activities and play. They introduce new words, such as cold or soft, as children explore the textures in the sensory tray. Staff encourage children to repeat these words. However, there are times when staff talk to children who have dummies in their mouths, and they do not remove these to enable children to form their speech correctly. This impacts on the development of children's communication and language skills.
- Children with special educational needs and/or disabilities (SEND) have appropriate learning plans in place. The nursery's special educational needs

coordinator (SENCo) and staff work closely with parents and other professionals to share regular updates on children's development. This helps to support these children to make the necessary progress.

- Children sit and listen to stories to help them to learn about their emotions. For example, staff read stories about being happy. They encourage children to talk about the different feelings they have and how this may have an impact on them. This supports children's development of emotional resilience.
- During group time, staff share pictures of different flags from around the world. They talk about where in the world children may live and the different things they do. This widens children's understanding of differences and similarities within the wider world.
- Staff attend regular supervision meetings to discuss their key children's development and any concerns they may have about a child. During these meetings, staff discuss any ongoing support and identify any training needs.
- Children enjoy a range of healthy meals. They are sociable as they sit together and talk about their day with staff. Staff promote children's independence as they encourage them to try to cut their food before they intervene. Children use their good manners when asking for more food, and staff respond positively.
- Relationships with parents are positive. Parents comment that staff are caring and that they share updates about what their children achieve and how they can support their child's learning at home. Staff invite parents to attend workshops, such as training in paediatric first aid. Parents comment that they find this training to be of great value.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
support staff to raise the quality of teaching, and ensure they have high expectations for all children, to enable them to offer consistently good-quality experiences that support and challenge children's learning	15/02/2024

provide newer staff with the knowledge to understand their roles and responsibilities to enable them to support children effectively.	15/02/2024
---	------------

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

- organise the routines of the day to help children remain engaged
- help staff to recognise the importance of enabling children to freely develop their emerging communication and language skills.

Setting details

Unique reference number	EY279384
Local authority	Birmingham
Inspection number	10312222
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	50
Number of children on roll	107
Name of registered person	Busy Little Bees Nursery (Hall Green) Limited
Registered person unique reference number	RP905500
Telephone number	0121 733 6686
Date of previous inspection	24 April 2018

Information about this early years setting

Busy Little Bees Nursery (Hall Green) Ltd registered in 2004. The nursery employs 18 members of staff, of whom one holds an appropriate early years qualification at level 6, one at level 4 and 15 at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to staff and children during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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 2024