

Inspection of Busy Bees Day Nursery at Ipswich Rushmere

1 St Andrews Walk, Rushmere St Andrews, Ipswich, Suffolk IP4 5RE

Inspection date: 7 February 2024

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 receive a warm welcome when they arrive at the nursery. Staff get down to children's level and show a genuine interest in what they have to say. Photos of children's experiences from home are celebrated in vibrant displays throughout the nursery. This helps children to feel valued and supports their strong sense of belonging. Staff develop particularly nurturing bonds with babies. They are attentive to changes in babies' behaviour and communication and respond well to signs that they are feeling tired or unsettled. This helps to reassure babies and ensures that they feel happy and safe.

Leaders and staff share a strong passion for promoting children's enjoyment of books and reading. They inspire children to listen to stories and use books to discover information about the world around them. For example, pre-school children refer to books to find out more about different types of weather. The introduction of a lending library and 'borrow bags' offers children opportunities to extend their early literacy skills even further.

Children's behaviour is good. With gentle support from staff, children learn to negotiate in games and consider others when minor disagreements arise. Toddlers are encouraged to follow guidance and rules that help to keep them safe. For example, staff remind them to wait for their turn on the slide to avoid a collision.

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

- Leaders and staff develop learning programmes which are specifically designed to build on what children already know and can do. For example, staff plan to support toddlers to develop the key physical skills they need before expecting them to pedal a tricycle. This approach ensures that children make good progress and develop many new skills in preparation for the next stage in their learning.
- Staff use a wide range of strategies to support children with a speech delay. They lead regular singing activities and small-group discussions and follow advice from a speech and language therapist to strengthen their interactions. This intervention helps children to make good progress in their communication and language development.
- Daily routines are largely well organised. However, during some times of transition or when there are unexpected delays, staff are slow to adapt their interactions to ensure that younger children continue to engage in purposeful play.
- Staff successfully support children to learn the skills they need to be independent. For example, at mealtimes, toddlers and pre-school children confidently pour drinks, use cutlery and clear their plates when they have

finished their meal. When faced with challenges, such as spilt drinks, they are motivated to put things right. This helps children to develop their resilience and confidence.

- Parents speak very highly of the nursery. They establish positive relationships with their child's key person. Parents are well informed about their children's learning and development through daily discussions, newsletters and various open events. For example, staff lead informative and interactive sessions to help parents to understand how they can support their children's readiness for school.
- Leaders ensure that additional funding is put to effective use to promote children's development. For example, they provide specialist equipment in the sensory room. This helps to create a calming space for children, including those with special educational needs and/or disabilities, to regulate their emotions and receive targeted support.
- Staff ensure that resources are set out where children can access them easily. For example, toddlers confidently go to the trolley to find a tissue when they need to wipe their nose. Discussions around topics such as screen time and online safety help children to develop an awareness of how to make safe and healthy choices.
- Since the last inspection, leaders have reviewed the arrangements for maintaining documentation and records. Supervision meetings and staff meetings provide purposeful opportunities for leaders to check staff's understanding of their roles and responsibilities. This helps to ensure that the nursery runs efficiently and children's needs are met.
- Leaders invest particularly well in the well-being and progression of staff. They take time to get to know staff, finding out about their knowledge, interests and areas of expertise. This helps leaders to recognise where staff may benefit from additional support and training to develop their practice even further.

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

- support staff to manage times of transition between activities more effectively to ensure that younger children remain engaged in their learning.

Setting details

Unique reference number	EY285918
Local authority	Suffolk
Inspection number	10283675
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	112
Number of children on roll	89
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01473 725610
Date of previous inspection	15 February 2023

Information about this early years setting

Busy Bees Day Nursery at Ipswich Rushmere registered in 2004. It is situated in Ipswich, Suffolk and is part of a large chain of nurseries. The nursery employs 22 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and nursery 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 observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The provider and inspector jointly observed and evaluated an activity in the 'reference area'.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- Parents shared their views of the nursery school with the inspector.
- The inspector spoke with leaders about the leadership and management of the setting.
- 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.

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