

# Inspection of Busy Bees Day Nursery at Farnborough QinetiQ

Building 301A, Armstrong Way, The Fairway, FARNBOROUGH, Hampshire GU14 0LP

---

Inspection date: 28 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff know the children well, which enables them to meet their needs. For instance, when children become quiet due to changes in their routine, staff recognise that they are feeling unsettled and offer them emotional support. Children respond positively and welcome these interactions from staff. Additionally, staff encourage parents to communicate their child's routines at home. This provides staff with relevant information so that they understand how to best support children, such as giving them reassurance and cuddles when they are upset. This helps children to form bonds with staff and to settle.

Leaders have worked with staff to create a calmer, quieter and more peaceful learning environment. Children are supervised closely and staff engage well with them to support their play and exploration. Babies spend time playing with farm animals. Staff encourage them to make the animal sounds, which helps to develop their language skills. Babies enjoy these interactions with staff and they respond confidently. When babies bang the toy animals, staff remind them to be gentle. Babies demonstrate their understanding by changing what they do and responding positively. This enables children to learn from a young age how to show kindness in their actions and interactions with others.

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

- Since the last inspection, leaders have made significant improvements to promote staff well-being, and children's welfare and development. For instance, leaders sought staff input into designing the curriculum. This ensures that staff's understanding of what they want children to learn is fully embedded in their daily practice. This helps staff to plan more effectively for children's development.
- Leaders evaluate the service they provide through a variety of ways. This includes seeking feedback from parents, taking on board advice from the local authority and observing children's experiences at the nursery. This enables them to identify areas where they can make changes to further improve the quality of the service that they provide for children and their families.
- Staff report that they have noticed positive changes since the last inspection. They confirm the increased support they receive from leaders has enabled them to strengthen their practice. This has helped to significantly improve the quality of teaching and learning programmes.
- The special educational needs and/or disabilities coordinator (SENDCo) has now received robust training. This has helped her implement better support for children with special educational needs and/or disabilities (SEND). This enables her to respond more promptly when children are not making typical levels of progress. Additionally, she works with staff to help them plan activities to

promote children's ongoing development.

- Staff carefully organise the learning environment to support children to develop their independence skills. For instance, staff remind children to use tissues at the self-care stations to wipe their noses when needed. Children learn to use these stations and they enjoy completing these tasks by themselves. This helps them to learn to take care of their own bodies and meet their own needs.
- Overall, staff plan activities that engage children's interest and attention. For instance, they organise adult-led group discussions to promote children's concentration and language skills. Staff introduce the activity by explaining the rules, such as listening when their friends are talking. Staff encourage children to tell their friends about the items they have brought in from home, which promotes their speaking skills. However, sometimes, activities take too long or are too challenging for children to complete. At these times, children lose interest and are distracted, which results in them not being able to fully participate in these activities.
- Staff organise activities to promote children's physical development. For instance, pre-school children spend time drawing shapes on paper and then cutting them out. Staff help children to use the scissors safely. Children listen to the instructions given to them and this helps them to develop their small muscle skills.
- Leaders consider ways to promote partnerships with parents. Information is available throughout the nursery for parents to access different types of support. This includes ideas for activities they can do at home with their child. Staff share information about children's routines and progress with parents, which helps to keep them informed about their child's development.

## **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 enhance the organisation and teaching of adult-led activities to ensure every child's learning needs are fully supported.

## Setting details

<b>Unique reference number</b>	110095
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10311028
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	159
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01252 533430
<b>Date of previous inspection</b>	5 September 2023

## Information about this early years setting

Busy Bees Day Nursery at Farnborough QinetiQ registered in 2001. It is one of a chain of nurseries run by Busy Bees Nurseries Limited. The nursery is open from 7.30am to 6pm, for 52 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Of the 15 staff who work with the children, 11 hold relevant qualifications at level 3.

## Information about this inspection

### Inspector

Hayley Kiely

### 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 manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024