

Inspection of Busy Bee Day Nursery

7b Church Green, Ramsey, Huntingdon, Cambridgeshire PE26 1DW

Inspection date: 13 May 2024

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children thrive on the love, care and endless patience and attention they receive from staff. This truly nurturing environment means that children settle quickly, are extremely confident and demonstrate a passion for learning. They competently set up their own play and explore concepts. For instance, children sort shells according to size. They put the larger shells in a deeper casserole dish, stating that these will take longer to cook. Children relish new challenges and demonstrate a determination to complete tasks. For example, children playing with plastic tubes and telephone handsets concentrate and trial different arrangements until they succeed in setting up a 'communication system'.

Staff are excellent role models and have high expectations of children's behaviour. Children reflect this in all they do. For example, older children demonstrate highly mature attitudes as they naturally include younger ones in their play, carefully explaining this so that they can join in meaningfully. The meticulous attention to routines and activities supports children in gaining a comprehensive awareness of healthy lifestyle practices. For instance, children pretend to sneeze, blowing glitter to highlight how germs travel if we do not cover our mouths. Children show a mature understanding of safety. When constructing obstacle courses, children assess how high the hurdles should be, taking account of their abilities and differing heights.

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

- All children make excellent progress. Managers implement a highly ambitious, practical curriculum that offers children rich learning experiences. They adapt this to reflect closely the needs and interests of each child. Managers support staff in identifying areas where children may require extra support or where they excel. They then plan challenging opportunities that support children to exceed in their achievements.
- Managers demonstrate their unwavering commitment to continuing to offer children and families the very best service they can. They show the highest regard for staff, showing them that they are truly valued. Staff report that they receive continuous support that aids them in fulfilling their roles and developing their practice.
- Staff have an excellent understanding of the individual circumstances of children. They provide highly sensitive support and use additional funding effectively to offer children further learning opportunities. Staff work closely with other professionals to support children with special educational needs and/or disabilities and ensure that they have the support they need to achieve.
- Excellent staff skills and planning support children in developing their love of books. Staff read with animation and children are captivated. Children become

so engrossed that they notice minute details, for example, exclaiming 'the wolf blew so hard that the fish came out of it's bowl!'. Staff ensure that children have opportunities to reinforce their knowledge. For instance, children explore materials as they make model houses associated with a story. They use these later when staff challenge them to remember the story without looking at the book.

- Staff fully appreciate their role in supporting children to develop their language and communication skills. Staff continuously involve children in discussions, successfully aiding them in participating appropriately. The excellent support from staff means that children have an extensive vocabulary and understand the intricacies of language. For instance, they laugh when staff say their names in 'wibbly-wobbly' fashion, quickly recognising the name and correcting the pronunciation
- Skilled staff make excellent use of spontaneous learning opportunities. For instance, they encourage children to consider the number of houses in a story. Children competently sequence the order in which the houses were built, quickly understanding positional numbering as they recognise that number one relates to 'first' and number two to 'second'. They eagerly build on this knowledge as they add further numbers.
- Children have numerous opportunities that support them in recognising differences. They help make displays which record their holiday destinations and places they would like to visit. They competently note the different languages, alphabets and traditions.
- Parents speak of the nursery and staff with the utmost warmth and praise, stating it is a 'haven of nurturing love'. They highlight the child-centred approach and the learning that is tailored to children's needs. Parents report that communication is excellent and they receive practical, personalised information that enables them to continue their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

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| Unique reference number | 221600 |
| Local authority | Cambridgeshire |
| Inspection number | 10344309 |
| 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 | 22 |
| Number of children on roll | 37 |
| Name of registered person | Della and Ellen Wright Partnership |
| Registered person unique reference number | RP545213 |
| Telephone number | 01487 711643 |
| Date of previous inspection | 30 August 2018 |

Information about this early years setting

Busy Bee Day Nursery registered in 1997. The nursery employs seven members of childcare staff, all of whom hold appropriate childcare qualifications at level 2 or above, including one who holds a level 6 qualification and of the managers, who holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 this setting.
- Meetings were held between the inspector and the two co-owner/managers. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- A manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views. She also viewed written feedback from parents.

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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