

# Inspection of Busy Bees Day Nursery at Bristol Barrs Court

Stoneleigh Drive, Barrs Court, Bristol, Avon BS30 7EJ

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Inspection date: 17 April 2024 - 19 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily, and kind, caring staff greet them. Staff are good role models. Children follow their example and are kind, polite and respectful to others. For example, pre-school children help each other to pour water into bowls as they make play dough. Children show that they feel safe and secure. They understand and follow the nursery routines from a young age. For example, they independently make their way inside for snack time. Children learn to be responsible for small tasks to nurture their independence and self-confidence. For example, older children scrape their own plates after eating and tidy away resources before story time.

Staff extend children's communication and language skills well. They add new words to extend children's vocabulary, narrate children's play to give their actions meaning and repeat unclear speech to help children learn to pronounce words correctly. Children enjoy plenty of exercise to help keep them healthy and to develop their physical skills. For example, babies explore low climbing equipment with support and older children learn to use pedal bicycles. The curriculum is well organised to help ensure that all children make good progress and that they are well prepared for the next stage in their education, including school.

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

- Leaders and managers plan a well-balanced curriculum that focuses on developing children's social, emotional, communication and physical skills. Staff support children to become independent and confident learners. They follow children's interests to extend children's learning. For example, staff introduce currency into children's play as they pretend to serve food in the play kitchen.
- Staff use assessment well to identify any gaps in children's learning, which they quickly act on. The special educational needs and/or disabilities coordinator works closely with staff, external professionals and parents to ensure that children with additional needs receive the support they need to make good progress.
- Children behave well. Staff teach children the potential consequences of their actions to help them learn to manage their own behaviour. For example, they remind children not to run inside and explain what might happen if they do. Staff intervene effectively when children disagree, and they encourage them to talk about how they are feeling.
- Staff hold good-quality, back-and-forth conversations with children. They introduce new words such as 'planet' and 'telescope' as children play, to broaden their vocabulary. Staff use effective communication methods for children who are not yet able to verbally communicate, such as signing, gestures and facial expressions. Staff are attentive to children's cues as they communicate their

needs and wants.

- Children enjoy plentiful stories, rhymes and songs to support their literacy and language development. For example, children join in and sway as staff sing songs about the toy animals they are playing with. At story time, a baby wants to 'read' a book to the group, and staff allow them to sit on the sofa and do this, which builds self-esteem.
- Children enjoy a variety of sensory and fine motor activities to develop hand-to-eye coordination and their sense of exploration. For example, babies explore with water, using funnels and bowls to 'bath' the animal toys. Pre-school children make play dough, building their muscles as they pour water from jugs and stir the mixture with spoons.
- Staff provide healthy, nutritious and well-balanced snacks and meals for children. However, at times, staff deliver toast and fruit to rooms before children are ready to eat. This means the food becomes less appealing and more difficult for children to eat and enjoy.
- Staff organise suitable activities to support children's learning and development. However, during group activities, some staff do not fully consider what they want children to learn in order to guide their interactions and enable them to support children to build on what they already know and can do.
- The manager spends any additional funding they receive effectively and for the intended children. For example, they provide extra resources for children to use at home and at the nursery to extend their learning and meet their individual care needs.
- Parents report that they are happy with the care and learning their children receive and that their children enjoy spending time at the nursery.

## 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 less confident staff to plan and implement group activities more effectively to enable them to consistently build on what children already know and can do
- organise snack time more effectively so children can fully enjoy the food on offer.

## Setting details

<b>Unique reference number</b>	EY250941
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10340512
<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>	116
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0117 9677840
<b>Date of previous inspection</b>	16 March 2022

## Information about this early years setting

Busy Bees Day Nursery at Bristol Barrs Court registered in 2003. It is based in South Gloucestershire. The nursery operates Monday to Friday, from 7.30am to 6.30pm, all year round. The nursery receives funding to provide free early education for children aged three and four years. It employs 21 staff members who work directly with children. Of these, nine hold relevant early years qualifications at level 3 or above, four have level 2 qualifications and eight are unqualified.

## Information about this inspection

### Inspectors

Lisa Large  
Rachel Howell

## Inspection activities

- The inspection started on 17 April 2024. It was paused in line with 'Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy'. Inspectors returned on 19 April 2024 to complete the inspection.
- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspectors on a learning walk and talked about their curriculum and what they want the children to learn.
- Children spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors talked to staff and parents at appropriate times during the inspection and took account of their views.
- Leaders and managers provided the inspectors with a sample of key documentation on request.

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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