

Inspection of Busy Bees Day Nursery at Sunderland Ryhope Village

Waterworks Road, Ryhope, Sunderland, Tyne and Wear SR2 0LW

Inspection date: 16 May 2024

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

The provision is good

The nursery is filled with laughter and smiles from children and staff alike. Warm interactions from the attentive staff help children to feel safe and at ease in their care. Babies gurgle with glee and toddlers giggle while sharing funny stories with staff. Older children approach staff for a quick hug before carrying on in their play. All children benefit from secure attachments with familiar staff. This contributes to the high levels of self-esteem and strong sense of belonging that children demonstrate.

Staff plan activities to link closely with children's interests. This contributes to children's high levels of motivation and engagement. Leaders share their high expectations for children's learning with staff. Their ambitious curriculum supports children to make good overall progress, although staff support some areas of learning more securely than others.

Staff are excellent role models who show respect and courtesy to one another and children. Their positive approach and consistent, appropriate expectations for behaviour help children to learn right from wrong. Children are kind to one another and follow staff's instructions eagerly. This also helps them to learn ways to stay safe. For example, they walk carefully and hold the rail when they go up and down the stairs.

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

- Leaders prioritise staff's well-being and provide them with access to a range of support, such as incentives and counselling services. Staff praise the manager highly for going beyond expectations, and report that they feel valued and respected. Staff's morale is high. This contributes to an overall atmosphere of positivity, which is reflected in children's behaviours, attitudes and motivation.
- Staff provide routines for young babies that take full account of their individual needs and parents' preferences. This helps them to settle very quickly into the nursery. Staff think carefully about how to best support babies' early development. For example, they provide activities at table-top height to encourage children to pull themselves up and stand. Babies quickly develop strength, balance and coordination.
- Activities for children are appealing, and staff are enthusiastic. Children eagerly share their ideas during their play and staff extend their learning very well at these times. For example, when children show an interest in shadows cast by the sun, staff provide a light projector and explain how shadows are created. Children very much enjoy finding ways to block the rays of light. They are motivated learners, who listen carefully to staff, concentrate and persevere during their play.

- Some staff do not have a secure understanding of the aims and expectations in some areas of the curriculum. They plan activities to support children's mathematical development, such as a sock-matching game for pre-school children, which are, at times, easily achievable. This does not help children to learn more. Some staff use language that is simple and familiar to children, which does not support them to extend their vocabulary.
- The provision for children with special educational needs and/or disabilities is highly effective. Staff are deeply committed to ensuring that the curriculum, routines and environment are right for all children. They create and deliver bespoke learning plans, in partnership with parents and other professionals, which help children to develop to their full potential.
- Staff benefit from a range of opportunities to develop their own skills and knowledge. This has a positive impact on their practice and contributes to ongoing improvements to the quality of education provided. For example, following a training course, staff have created more opportunities for repetitive play. Children are supported to practise new skills over and over, which helps them to deepen their knowledge and remember their learning.
- Children develop a very good understanding of good health and hygiene habits. For example, they remind one another to wipe their nose and wash their hands together afterwards. Meals are nutritionally balanced, and children spend plenty of time outdoors taking part in exercise and physical play. Staff are highly vigilant about weather conditions, such as ultraviolet levels, to ensure that they keep children safe in the sun. They support children's physical health and well-being very well.

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:

- implement the ambitious curriculum more consistently, with particular regard to staff's expectations for children's learning in mathematics and language development.

Setting details

Unique reference number	EY302467
Local authority	Sunderland
Inspection number	10339195
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 5
Total number of places	117
Number of children on roll	201
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0191 523 9919
Date of previous inspection	4 July 2018

Information about this early years setting

Busy Bees Day Nursery at Sunderland Ryhope Village registered in 2005 and is located in Sunderland. It opens all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. There are 29 members of childcare staff. Of these, 25 staff hold appropriate early years qualifications at level 3 or above, including four staff with a level 6 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and staff and has taken that into account in her evaluation of the nursery.
- The manager showed the inspector around the premises. Senior staff in each room talked about the curriculum and the way the provision is organised.
- The inspector observed staff's teaching in all rooms and outdoor areas, and assessed the impact on children's learning.
- The manager and inspector observed and evaluated a mathematics activity for pre-school children.
- Leaders met with the inspector to discuss leadership and management matters. The inspector looked at relevant documents provided.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents, and took account of the views of other parents from written feedback provided.

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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