

# Inspection of Busy Bees Day Nursery at Chippenham

Bath Road, Cepen Park South, Chippenham, Wiltshire SN14 0BJ

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Inspection date: 13 June 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 happy and ready to enjoy their time at the nursery. They separate from their parents and carers with ease. Children show that they feel safe and secure. They develop good relationships with the staff who care for them. Staff are attentive to all the children's needs, and provide them with cuddles when needed. As a result, children settle quickly and engage in play.

Staff provide a balanced curriculum and use their knowledge of children's interests to plan exciting activities that enable children to learn. For example, babies play in the ball pit with others and develop early friendships, with support from staff. Children mix and roll play dough to develop their hand muscles, ready for early writing. Other children learn about road safety as they ride along a pretend road on tricycles. Older children develop their imagination and balancing skills as they play with their friends on the obstacle bridge and make up games. Staff teach children well, so they learn to take turns and play together. Children make good progress from their starting points.

Children learn about special events, such as Pride month and Ramadan. The staff's inclusive approach helps children and families to feel welcome. Staff work with parents to learn key words for children who speak English as an additional language. This helps children to build a positive view of their own uniqueness and that of others.

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

- The leadership team and staff reflect on their practice to make sure that children make good progress. The key-person system works well, and staff plan for children's individual needs. Staff plan activities to excite and motivate children. For example, older children learn about the rainforest and the animals found in the jungle. They learn about the different foods the animals eat. Staff introduce words such as 'habitat', 'carnivore' and 'herbivore' to develop the children's vocabulary. They extend the children's knowledge by talking about the differences in the food they eat.
- Children develop independence skills from a young age, with increasing confidence. Indoors, babies practise climbing up small steps and slide down the slope. Outdoors, they explore the garden and splash in the water. Staff teach babies the names of colours as they paint, to develop their language skills. However, on occasion, staff miss opportunities to model activities that extend older babies' engagement. Because of this, some children lose focus and wander off.
- The leadership team and special educational needs coordinator (SENCo) provide very good support for children with special educational needs and/or disabilities.

They work closely with parents to ensure that the children have targeted support. The SENCo makes timely referrals to external agencies to meet the needs of the children. Regular meetings take place with parents and other nurseries that the children attend, to provide a joined-up approach. This ensures that the children get the best support while at the nursery and for their transition to school.

- Staff encourage children to develop a love of books. They share stories with the children, who listen closely, such as 'We're Going on a Bear Hunt'. Staff link a messy play activity to the story to build children's communication and language development. However, they miss opportunities to extend children's speaking and vocabulary further. For example, at times, staff do not always engage in enough back-and-forth conversation with children.
- Staff build mathematical language into children's play. Younger children learn about shapes as they play in the sand using different tools. Staff praise the children for their achievements. This supports children to develop a positive attitude towards early mathematical concepts.
- Children learn about the importance of a healthy lifestyle. Healthy meals are prepared on site. During mealtimes, staff talk to children about the food they are eating. Staff praise babies as they try new foods. This encourages children to try a wider variety of healthy food. Older children learn about vegetables and the benefits. For example, they talk about the contents of a salad. Children name 'cucumber' and 'pepper'. Staff extend this further by asking what food group these are in, and children say 'vegetables'.
- Partnership with parents is good. Parents feel fully informed about what their children are learning while at the nursery. Staff are very supportive of parents and the whole family unit. Parents comment that staff are very knowledgeable and always willing to give support, such as with potty training children.

## 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:**

- extend children's learning and build on what they already know and can do to develop their conversational skills even further
- support older babies more to consistently engage in purposeful play.

## Setting details

<b>Unique reference number</b>	199372
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10350532
<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>	106
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Busy Bees Day Nurseries (Trading) Limited
<b>Registered person unique reference number</b>	RP900805
<b>Telephone number</b>	01249 463000
<b>Date of previous inspection</b>	28 May 2019

## Information about this early years setting

Busy Bees Day Nursery at Chippenham registered in 2000 and is located in Chippenham, Wiltshire. The opening times are from Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 32 members of staff. Of these, one member of staff holds a level 6 qualification, 15 hold an appropriate early years qualification at level 3, one member of staff is qualified at level 2, and 13 are unqualified.

## Information about this inspection

### Inspectors

Verrity Simons

Sarah-Louise Clements

## 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 the provider.
- The manager, deputy manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the management team about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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.

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