

Inspection of Busy Bees Day Nursery at Warndon

Brindley Road, Warndon, Worcester, Worcs WR4 9FB

Inspection date: 25 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Older children access the curriculum on offer confidently and independently. Staff think carefully about the intention of the activities they set out. This helps to build on children's existing knowledge. Babies have lots of space to develop their physical skills, such as crawling, pulling themselves up, taking steps or climbing. Older children smile and laugh as they join in with their 'yoga' sessions. They practise movements, such as balancing on one leg or stretching tall. Toddlers enjoy sensory experiences, such as water play as they fill and empty containers. Staff quickly go over to children when they display undesired or unwanted behaviours. They remind children of the rules. However, some staff do not fully support children to learn about how their actions affect others.

For the most part, staff create a positive learning atmosphere that helps children to flourish in their development. Children of all ages enjoy getting physical outdoors. Staff show children high levels of care, love and attention. This helps children to form strong bonds with the adults who care for them. Older children play cooperatively with each other as they share ideas. They state that they like to play with their friends. Staff provide children with new words, which helps to develop their vocabulary and language skills. Staff work well in partnership with others. This helps to ensure children receive the consistency they require as they prepare to leave the setting.

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

- Leaders are knowledgeable and passionate about their roles. They use the views of staff, children and parents alongside their evaluations to identify where the setting can improve further. There are effective systems to ensure someone is able to take charge of the setting in the manager's absence.
- In the main, staff have a clear understanding of their key children's individual needs and requirements. They utilise what they know about the children to help plan a range of stimulating and enjoyable experiences. However, at times, the organisation of some staff and/or activities is not well thought out. This has an impact on some children's overall level of engagement, as, at times, they become unengaged or unsettled.
- The curriculum is sequenced well to build on children's knowledge over time. Staff have a clear understanding of the curriculum for the different ages and/or stages of child development. They regularly observe and assess children's development. Staff use this information to identify next steps for children to achieve. This helps to ensure all children continue to thrive in their development.
- Children with special educational needs and/or disabilities are supported well. Leaders gather information about children when they first start in order to understand their needs. They support staff to implement strategies so children

receive consistency in their care and education. Leaders work closely with parents and external agencies to coordinate the support these children require.

- Staff speak highly about how leaders support their well-being. Leaders carry out review meetings with staff. They put in place development plans for some staff who require more support. However, this is not yet consistent practice for all staff. For example, some staff have not yet received focused support or feedback from leaders about their practice.
- Parents comment highly about the care their children receive. They state they feel listened to and valued as parents. Staff provide regular information for parents about their child's day and how they can further their child's learning at home.
- Staff have secure knowledge of how to manage children's behaviour. They often praise children for showing kindness and remind them of the rules. However, at times when children display unwanted behaviour, some staff do not implement their knowledge in practice. As a result, children do not gain a secure understanding of boundaries and expectations.
- The organisation of mealtimes has improved. This helps staff to follow children's dietary requirements better as they check children are given food that is safe for them to eat.
- Staff support children to develop an understanding of healthy lifestyles. They are mindful of how long children spend in the sun. Staff ensure children have access to water throughout the day.
- Leaders and staff take immediate action to keep children safe from harm. They work well alongside other professionals and keep robust records of this. Leaders take steps to meet the correct ratio and qualification requirements. Staff deploy themselves well to ensure children are supervised effectively while they eat, sleep and play. Staff have secure knowledge of safer sleeping practice and ensure children sleep on suitable bedding or cots.

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:

- take steps to improve staff's organisation and the organisation of activities to support children to consistently display positive attitudes towards their learning
- support staff to implement the behaviour strategies that are in place to help children understand the boundaries and expectations for their behaviours
- provide all staff with the focused support they require in order to help enhance

their skills and to improve outcomes for all children.

Setting details

Unique reference number	205403
Local authority	Worcestershire
Inspection number	10355995
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	104
Number of children on roll	107
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01905 759 001
Date of previous inspection	26 July 2023

Information about this early years setting

Busy Bees Day Nursery at Warndon registered in 1999 and is in Worcester. The setting employs 25 members of childcare staff. Of these, 17 hold appropriate early years qualifications from level 2 to level 6. The setting opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Louise Chinyuku

Christine Ward

Inspection activities

- The inspectors viewed the setting and discussed the safety and suitability of the premises.
- The deputy manager and the inspectors completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspectors spoke to parents, staff and children and took account of their views.
- 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 observed the interactions between staff and children.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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