

# Inspection of Busy Bees Day Nursery at Milton Keynes Browns Wood

1 Morley Crescent, Browns Wood, MILTON KEYNES MK7 8HT

---

Inspection date: 18 July 2024

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff create a very welcoming environment. Children respond by settling quickly and forming trusting relationships with staff. The success staff have in helping children feel safe and secure has a positive impact on children's learning, as well as their well-being. Children's sense of security means that they are confident to explore and learn. This helps develop very positive attitudes to learning. For example, babies crawl away to explore new resources. They know that each time they look to their key person for reassurance they will receive a warm smile and words of encouragement.

Leaders have devised a well considered plan of learning for all children. They ensure that all staff clearly understand what core skills and knowledge they need to be teaching children. This enables staff to focus their teaching effectively. For example, staff ensure that, throughout the day, children are exposed to a wide range of experiences that very effectively support their language development. Staff introduce children to new words through their 'word of the week' programme. They describe what children do and can see, adapting how they do so to children's ages and understanding. Staff give a high priority to reading and singing with all children. All of this strong practice leads to children leaving nursery with an impressive range of communication skills. Where needed, staff create personalised learning experiences to help close gaps in children's progress. For example, children who struggle more with regulating their own emotions receive targeted, effective and empathetic help to do so.

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

- Staff effectively build on children's existing skills and knowledge, and ensure children remember well what they have been taught. For example, starting with babies, staff teach children a range of skills that enable them to become more and more able to do things for themselves. The success of this approach is seen in how well children can use cutlery and help with mealtimes by the time they are due to leave nursery and start school.
- Leaders review children's progress very effectively to identify any 'common themes' of missing skills. They then plan activities to specifically focus on these skills. For example, children are shown how to use scissors and then encouraged to spend time practising and fine-tuning their cutting skills. They are very proud when they master this new skill.
- Overall, staff match their teaching well to the core aims of the curriculum. Occasionally, in their enthusiasm to make activities exciting, they over complicate them, and the main learning intent becomes lost. At these times, some of the information given to children is not fully accurate or clear. At these times children do not always learn what staff intended them to.

- The curriculum for creativity is very well delivered. Staff working with babies ensure there is a strong focus on sensory development. They introduce babies to different textures and materials in highly inviting ways. Toddlers are taught how to use the tools they need to create their own artwork. Staff place a high priority on joining in toddlers imaginative play. They introduce narratives to their play. For example, staff help toddlers use cardboard boxes to be pretend aeroplanes and cars. By the time children are in pre-school they are able to use all of these skills to create detailed artwork and to independently create role-play experiences.
- Children's care needs are met equally as well as their learning needs. Babies thrive in the care of kind and nurturing staff. Routines from home are followed to help babies settle and feel secure. Toddlers and pre-school children continue to receive high quality care. Staff place a high priority on their role as a key person, focusing on keeping children safe, planning for their learning and helping them develop a positive view of themselves as capable, independent and interesting young people.
- Partnership working is a real strength of the setting. Parents report just how well staff know their children and just how welcome they make them feel. Some describe the nursery as 'like family'. Staff build extremely well on these warm partnerships, providing a wealth of information and suggestions for activities for parents to support children's learning at home. Partnerships with local schools and other professionals are equally as effective. These strong partnerships are used extremely well to help children confidently make the move to school. They are also used very well to ensure, where needed, children receive any additional support or funding to which they are entitled.
- The manager is a highly effective leader. Staff feel supported and valued, which helps ensure a consistent staff team. Training is very effective in building staff's skills and confidence to deliver the curriculum. The focus on developing staff's skills in understanding behaviour and language development is seen in how well staff support these aspects of 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.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- strengthen how some activities are planned and delivered, so children can focus more on the main intended learning.

## Setting details

<b>Unique reference number</b>	EY486698
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10351104
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	101
<b>Number of children on roll</b>	137
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0333 2205454
<b>Date of previous inspection</b>	5 October 2018

## Information about this early years setting

Busy Bees Day Nursery at Milton Keynes Browns Wood registered in 2015. It is open each weekday from 7.30am to 6.30pm all year round, except for bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. It employs 24 staff; of these, 17 hold appropriate early years qualifications between level 2 and level 5.

## Information about this inspection

### Inspector

Sarah Holley

## 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 her evaluation of the provider.
- The inspector, the manager and the deputy manager completed a learning walk together and discussed the early years curriculum.
- The manager, the deputy manager and the inspector carried out a joint observation.
- The inspector held meetings with the manager and representatives of the provider to find out about the leadership and management of the setting.
- Parents and children shared their views, and the inspector took these into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024