

Inspection of Busy Bees Day Nursery at Swindon Broome

Pipers Way, Broome, Swindon, Wiltshire SN3 1RG

Inspection date: 8 August 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

Children eagerly arrive at the nursery. Staff welcome them warmly, helping babies and children feel safe and happy. Children form close relationships with their key person and other staff working with them. New babies are very sensitively helped to settle in. Staff use the information they receive from parents to ensure children's individual needs are closely followed.

Staff think through their curriculum carefully to offer interesting activities based on children's age, learning needs and interests. They focus closely on children's communication, language and literacy. Each age group has their chosen monthly focus book and song, and word of the week, offering regular, interesting and relevant ways to develop children's skills. Staff provide books and resource bags for parents to borrow to support home learning. Children enjoy story time both inside and outside in the garden. Babies and young children are inspired to join in at song time. Older babies knowledgeably count frogs with a member of staff, showing strong skills. Staff in the baby room have clear processes for supporting young children's growing speech. They have added in additional processes to work even more closely with parents and target their approach to each child's current emerging words. For older children, well-planned small-group sessions are very effective. Children, including children with special educational needs and/or disabilities (SEND), follow the routines of the activity, take turns and discuss their feelings. Children acquire key skills to help them in the next stage of their education.

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

- Babies and children develop their independence skills and sense of responsibility very well through age-appropriate tasks during daily routines. Toddlers eagerly help staff clean the tables at lunchtime and carry items through to help set up the sleep mats for nap time. Staff offer children lots of encouragement and praise as they try to do things for themselves, building their confidence and their effectiveness. Older children serve themselves food at lunchtime, pour their own drinks and help clear away their things.
- Children's healthy lifestyles are well promoted. The nursery has designated gardens for each age group, and children freely and eagerly access these throughout the day. Staff focus on teaching healthy practices, such as good hygiene and oral health. Children enjoy nutritious meals prepared by the nursery chef, and staff conscientiously and carefully follow children's dietary requirements.
- Staff attentively support children's behaviour. They are patient and offer clear support when children struggle with expectations and boundaries. They help children to regulate their feelings and adjust their actions, including children who

need particularly perceptive intervention and additional support. Babies and children learn to share toys, build friendships and beneficially develop their social skills.

- Children enjoy the sensory and creative opportunities that are available to them. They paint, make marks with chinks and explore sand. Older children build intricate structures for their imaginative small-world play. Children relish mixing different materials together, such as ingredients to make dough or natural items outside, and are fascinated with the effects they create. Babies marvel at tiny tomatoes growing and gently touch the petals of a flower.
- Staff carry out regular observations and precise assessments of children's development, outlining clear next steps in their learning. They act promptly if children are behind expected development, liaising with parents and putting in place additional support. Staff work diligently to ensure children with SEND can reach their potential. Parents say that the staff are so caring and that they conscientiously help children reach their milestones.
- Managers are working with the staff to increase their focus on inspiring children's curiosity, motivation and learning through the new Busy Bees 'Beecurious' curriculum. Some staff cleverly link to children's current interests. However, other staff miss cues and do not adapt the activities or their support to continue to engage children and extend their learning as much as possible.
- The company's regional leadership team closely supports managers and staff at the nursery. There is a strong focus on the evaluation of all aspects of practice and building staff skills. Staff meet regularly to share ideas. They all show dedication to continually improving the service they provide for families and children. The company's online resources provide staff with a wide range of training opportunities. Managers and leaders offer suitable coaching and support to staff through regular meetings, observations of teaching, and useful tips and discussion in practice during the nursery day.

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:

- help staff to consistently adapt activities and their support, picking up on children's interests more readily to extend their engagement and learning as much as possible.

Setting details

Unique reference number	EY289477
Local authority	Swindon
Inspection number	10351240
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	86
Number of children on roll	85
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01793 422202
Date of previous inspection	17 October 2018

Information about this early years setting

Busy Bees Day Nursery at Swindon Broome registered in 2016 and is located in Swindon, Wiltshire. It operates Monday to Friday, from 8am to 6pm, with an earlier 7.30am drop-off available on request. There are 24 members of staff who work with the children. Of these, 15 staff hold an appropriate qualification ranging from level 2 to level 5. There is also a chef. The nursery provides funded places for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

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 assistant manager and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas and discussed with the assistant manager how these areas are used.
- The assistant manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the assistant manager, area managers and quality manager.
- Parents shared their views on the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The managers discussed their safety and child protection procedures, and safeguarding discussions were carried out with members of the staff team.

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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