

# Inspection of Busy Bees At Springfield Chelmsford

216 Springfield Road, Chelmsford, Essex CM2 6BN

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Inspection date: 27 November 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

The management team is highly skilled and experienced. It is passionate about providing the highest quality care and education for all the children who attend this superb nursery. Staff are nurturing and dedicated to providing an environment where children are motivated, curious and exceedingly eager to learn. All staff are entirely familiar with the curriculum, which is tailored to individual children's learning styles and interests.

Children are extremely happy, confident and outgoing. Babies and children settle quickly into the nursery and form secure and close attachments to staff. Transitions are smooth as children move to the next room and the next stage of their learning. Staff stay with their key children until they know they are happy and settled and enjoying their new experiences. Children develop a deep sense of belonging. They know their routines and are eager to help staff. For example, young children enjoy helping to push the lunch trolley with the chef when it is time for their meal.

Children's behaviour is impeccable. Staff work hard to help children learn how to regulate their emotions. They are understanding and kind. Staff talk to children about the way they are feeling and work closely together with families to ensure that children are happy and content.

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

- Babies and children are totally engaged with their learning. Their concentration on tasks is impressive. Babies explore a wealth of sensory materials and are fascinated to examine toys that move and make sounds. They learn to use sign language to communicate with staff even before they can form words. Staff offer endless praise and encouragement as they support them to develop their muscles in readiness for walking.
- All children, including those with special educational needs and/or disabilities (SEND), make exceptionally rapid progress in their learning. Staff work with children in small groups, and this helps them to maintain their focus and concentration. Staff use repetition and recall to ensure children's learning is embedded before moving on to the next step. Children who receive additional funding are extremely well supported, as staff secure resources or additional staff hours to ensure no child falls behind in their learning.
- Staff have high expectations of the children, who become increasingly independent from a young age. Staff teach children how to manage their own personal care. For example, children know what to do with tissues after blowing their noses and to wash their hands afterwards. Children serve their own food and clear away their plates. They are helpful to their friends and readily share and take turns.

- Staff support children's emotional development extremely well. Resources are offered to parents to support their children's emotions at home. Staff support children's individual needs. For example, when children are due to welcome new siblings into the family, staff provide dolls and resources to help children come to terms with their new situation at home.
- Children demonstrate their understanding of rules and of prior learning as they warn the inspectors of the dangers of playing in the risky play area when the weather is wet. Staff involve children in managing their own safety. Children carry out risk assessments in the garden and understand how to manage the risks to keep them, and their friends, safe.
- Staff read stories to individual children throughout the day, actively promoting children's language development and vocabulary. Mathematics is also a strong focus throughout the nursery, and children practise measuring in various ways. Older children demonstrate their keen desire to learn and are extremely well prepared for school.
- Parents are actively involved in the nursery's activities. Staff make changes according to parents' suggestions. They invite parents into the nursery to talk about their cultures and customs. For example, parents come into the nursery to make pizzas with the children. Parents are keen to explain about the excellent quality of interaction they receive from staff and the highly successful way their children are learning.
- Supervision of staff is frequent, and all staff say that they feel extremely well supported. Staff say their professional development is constantly promoted and they are encouraged to continually develop their practice. The management team and staff evaluate the nursery constantly to ensure they deliver an outstanding service to children and parents.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY538269
<b>Local authority</b>	Essex
<b>Inspection number</b>	10364291
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	102
<b>Number of children on roll</b>	155
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01245 290371
<b>Date of previous inspection</b>	22 January 2019

## Information about this early years setting

Busy Bees At Springfield Chelmsford registered in 2016. The nursery operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays. It employs 42 members of childcare staff, of whom 25 hold relevant early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Jenny Forbes  
Shelly McDougall

## Inspection activities

- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspectors during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The manager carried out a joint observation with an inspector.
- The inspectors spoke to several parents during the inspection and took account of their views.
- Relevant documentation was available for inspection, including the suitability and qualifications of staff.

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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