

Inspection of Busy Bees Day Nursery at Leeds Guiseley

15 Park Road, Guiseley, Leeds, West Yorkshire LS20 8AR

Inspection date: 3 July 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

Children enjoy attending this nurturing and exciting nursery. The learning environment provides interesting opportunities for children to play and explore. Children receive daily opportunities to play and develop their physical skills in the spacious and well-resourced outdoor area. Staff deploy themselves well to offer high-quality interactions for children.

The activities and experiences that staff provide for children motivate them to think and be creative. For example, staff challenge older children to draw detailed pictures of their houses. They support toddlers to develop their confidence to balance on beams and logs in the outdoor area. Staff support children to learn about artists and recreate their art, or find out about pollution in the sea. Children show very high levels of engagement. They fully immerse themselves into their play and, as a result, their behaviour is exemplary. Children show their ability to work together and cooperate with others. They know and follow the routines of the nursery exceptionally well.

Leaders and staff place a strong focus on expanding children's vocabulary. Staff support children to learn about a book, rhyme and word of the moment. They provide repeated opportunities and experiences for children to revisit and repeat new knowledge and vocabulary. As a result, children learn new ambitious words, such as 'habitat' and 'transport'. Babies show that they are quickly learning new words, as they say, 'ball, car, leaf, basket' and other words. Older children use interesting words in their daily conversations with staff. They spontaneously use words, such as 'rhubarb, pistachio' and 'clock tower'. Parents and carers comment that their children become increasingly confident with their communication skills.

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

- Staff carry out regular progress checks on children. This helps staff to identify what children need to learn next, or if a child may have special educational needs and/or disabilities (SEND). Leaders decide the overall development goals for each room in the nursery. Staff review these goals and adapt their planning for children's learning, to meet the needs of each group of children. This ensures that the learning experiences for all children, including those with SEND, are tailored to meet their needs.
- Leaders and staff have experience of working with external educational and health professionals. This includes speech and language therapists, physiotherapists and occupational therapists. Leaders and staff have access to an in-house SEND team within the organisation. Consequently, staff are supported well to provide targeted care and education for children with SEND.
- Leaders and staff use additional funding to purchase resources, such as story

sacks and 'talking buttons'. Staff use these resources to promote children's communication and social skills, and ensure that disadvantaged children continue to close any gaps in their learning.

- Staff support pre-school children to take part in focused group sessions in the summer term. This helps to develop children's listening and concentration skills to prepare them for starting school. Staff use these sessions to support children to build relationships with their future classmates. Parents say that this approach helps their children to be ready to move on to the next stage in their education.
- The nursery uses an app to share activities that parents can do to support children's learning at home. Leaders have set up a lending library to allow children to borrow books to nurture their love of reading. Parents are overwhelmingly appreciative of the care and support given to their children. They report that children build strong bonds with the staff. Parents say that staff meet children's needs exceptionally well.
- The nursery benefits from a highly qualified and experienced team of staff. Staff have received training and support to put in place a new curriculum. Leaders are focused on ensuring that professional development for staff remains a high priority. The new leadership team is dedicated to promoting staff's good levels of well-being. This results in a staff team who feel valued and motivated to provide outstanding care and education for all children.
- The provider previously notified Ofsted about a breach to the requirements for information and record-keeping. This means that the provider met their legal responsibility to notify Ofsted of significant events. The provider has taken appropriate action to put this right. Staff have received further guidance on the policies for confidentiality. Leaders have followed their internal procedures in relation to breaches of the nursery policies. All other aspects of leadership and management are outstanding. There is no further impact on children's safety and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY250741
Local authority	Leeds
Inspection number	10410374
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	100
Number of children on roll	159
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01943 871400
Date of previous inspection	8 November 2019

Information about this early years setting

Busy Bees Day Nursery at Leeds Guiseley registered in 2003. It is situated in the Guiseley area of Leeds. The nursery employs 30 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above, including two with level 6 qualifications. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides government funded childcare for children from the ages of nine months to four years and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- We carried out this inspection as a result of a risk assessment, following a notification and information we received about the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Staff spoke to the inspector about how they support children with SEND.
- Parents shared their views on the nursery with the inspector.
- The inspector spoke with the leaders and staff about their safeguarding knowledge and responsibilities.
- The inspector spoke with the nursery leaders about the leadership and management of the nursery.
- The manager showed the inspector documentation to demonstrate the suitability 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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