

Inspection of Busy Bees Day Nursery at Southport

10 Lulworth Road, Southport, Merseyside PR8 2AT

Inspection date: 10 September 2025

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

Leaders have created a nurturing environment that enables children to grow and develop. Children arrive happy and eager to learn. They are soon absorbed in play and learning opportunities. Children and babies are comfortable around the staff. They go to familiar staff for comfort when they are tired or upset. Staff provide cuddles and reassurance, which helps the children to settle.

Staff are positive role models. They speak calmly and provide clear explanations to children. For example, staff explain why children should not run indoors. This helps children to understand the rules of the setting and to stay safe. Children show kindness to their friends as they call them over to play. Staff provide a wide range of activities to encompass significant events, such as Easter and Diwali. This enables children to learn about the wider community, tolerance and the cultures and beliefs of others.

Staff are ambitious for children and want them to succeed. They know when to step in to provide additional support, such as helping children to put on their coats. Similarly, they know when to step back and allow children to have a go, to which children proudly respond, 'I can do it.' This successfully fosters children's confidence and self-esteem. All children, including those with special educational needs and/or disabilities (SEND), develop confidence in their own abilities. They learn the skills that they need to move on to the next stage in their learning.

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

- The setting has been through a period of change following the appointment of a new manager. Leaders have an accurate view of the strengths and areas for development across the setting. This keen oversight helps leaders and managers to bring about sustained improvement in the quality of care and education provided.
- Staff are provided with supervision meetings and training opportunities. However, this is not always targeted to support new staff or those who are undertaking new roles. This means that there are some gaps in staff's understanding of their roles and responsibilities.
- Leaders have created a curriculum to encourage children to be curious. Activities are planned to encompass the children's interests. However, staff are not always clear on what they want children to learn from these experiences. This does not help to build on children's prior knowledge.
- The support for children with SEND is good. The setting identifies when children may need additional help. It has effective links with partner agencies, which enable them to put plans into place to support the children. Consequently, the setting is helping to narrow any gaps in children's learning.

- Songs, rhymes and stories are incorporated into everything that staff do. Most staff engage in meaningful discussions with children. Staff repeat set phrases, such as 'shake, shake, shake', as children use musical instruments. This helps children develop the confidence to use new words in their play and an awareness of two-way conversations.
- Stories are an integral part of the children's day. Children welcome the opportunities to sit and read books with staff. Babies climb onto staff's knees to listen to a favourite story. These meaningful activities help children develop an awareness of early literacy.
- Mathematics is woven into everyday activities. Older children correctly identify how many pom-poms they have by counting on their fingers. As babies explore balls, staff count each one. Older children use language such as 'big' and 'huge' to describe objects. Ultimately, children develop an awareness of early mathematical concepts.
- Staff plan ways for children to develop their small- and large-muscle movements. Babies show determination as they pull themselves up on furniture to stand. They use tools, such as tweezers, with increasing control. Children press, squeeze and mould dough, which helps to develop the muscles in their hands needed for early writing.
- Staff provide opportunities for children to stay fit and well. Children learn the importance of good hand hygiene and oral health. In addition, staff help children to understand what foods they can and cannot have due to allergies. Consequently, children form healthy habits and build the confidence to take responsibility for their own well-being.
- Effective partnerships with parents have a positive impact on children's learning. Leaders share ideas with parents, such as reading stories at home with their children linked to the activities. This helps to extend 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:

- support staff to implement a carefully sequenced curriculum that builds on what children know and can do
- provide staff with targeted coaching, mentoring and support to enable them to fulfil their new and emerging roles.

Setting details

Unique reference number	310498
Local authority	Sefton
Inspection number	10420864
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	111
Number of children on roll	150
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01704 551550
Date of previous inspection	3 March 2023

Information about this early years setting

Busy Bees Day Nursery at Southport registered in 2000. The nursery employs 35 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and two staff have qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for eligible children.

Information about this inspection

Inspectors

Chris Scully
Rebecca Weston

Inspection activities

- The manager joined the inspectors on a learning walk and talked with the inspectors about their curriculum and what they want the children to learn.
- Children spoke to and interacted with the inspectors during the inspection.
- The manager and the lead inspector conducted a joint observation of a group activity in the toddler room.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspectors about how they support children with SEND.
- The lead inspector spoke with the manager and quality manager about the leadership and management of the setting.
- The inspector talked to parents and took their views into consideration.

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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