

Inspection of Busy Bees Day Nursery at York

Eccles Close, Rawcliffe, York YO30 5XJ

Inspection date: 21 January 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Leaders have created educational programmes that spark children's curiosity about the world. For example, children notice when it rains. Staff help them to understand where the rain comes from. Children excitedly recall what precipitation means. As a result, children are developing a wide vocabulary.

Staff find out what children know and can do. They use their assessments to see if children need extra help with their learning and development. Staff work together with parents to provide targeted support. Consequently, all children make good progress in all areas of learning.

Children and staff share warm, responsive relationships. Staff notice when children are getting tired. Children go to them when they want a cuddle. Staff also support children's independence. They offer children the right amount of help. Children exclaim, 'I can do it.' This helps children develop a positive sense of themselves.

Staff have high expectations of children's behaviour. They remind children of the rules. For example, when children run to get their lunch. Children think about their actions. They go back and walk. This means the setting is generally calm and children are ready to learn.

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

- Leaders have developed clear educational programmes. Staff have a good understanding of what they want children to learn and be able to do. They introduce new ideas to ignite children's curiosity. For example, the work of different artists. As a result, children are engaged in their learning and play.
- Staff provide high-quality interactions. Younger children benefit from lots of singing with staff. Staff use puppets and gestures to help children learn new words. Older children are eager to explore factual books. They tell staff that a shrimp is a 'crustacean'. This shows that children are building their vocabulary and remembering what they learned.
- Some activities are not adapted enough to meet each individual child's learning needs. For example, children create an obstacle course outside. The equipment provided only enables them to build low bridges. Children find it easy to move along the course. This doesn't challenge their physical skills. Some activities are too easy, or too difficult, for some children. This means that, on some occasions, children do not benefit fully from the good teaching provided.
- Assessment is used effectively. Children with gaps in their learning are identified early. Staff work with parents to agree the outcomes they want children to achieve. However, targeted support plans and the progress check at age two, do not always include clear information about the strategies staff should use.

- Staff know children very well. They use their interests to help them settle. For example, their interest in musical instruments. Relationships between children and staff are warm and caring. Staff notice younger children's care needs, such as when children need help with toileting, or their nose wiped. Staff give children enough help so that they learn to do things by themselves. This means children are becoming increasingly independent.
- Children receive good levels of support and attention. However, staff are not always deployed in a way that helps all children to make the best possible progress of which they are capable.
- Children behave well. Staff remind them of the rules and expectations. When children do not want to share, staff help them to think about how this affects their friends. This helps children to understand and manage their emotions.
- Leaders give staff regular support. New staff members get induction training on the setting's policies and procedures. Leaders observe staff's practice. They give them feedback that helps to improve their teaching. All staff receive regular training. Staff report feeling well supported by leaders.

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:

- develop good teaching practices further by adapting activities to support children's individual learning
- enhance the support for children's development further by including details of the activities and strategies staff will use to support their learning
- consider the deployment of staff further to provide children with the best possible support for learning and development.

Setting details

Unique reference number	512461
Local authority	York
Inspection number	10379645
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	120
Number of children on roll	138
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01904 674 762
Date of previous inspection	14 January 2020

Information about this early years setting

Busy Bees Day Nursery at York registered in 2001. The nursery employs 26 members of childcare staff. Of these, four hold an appropriate early years qualification at level 6, seven hold qualifications at level 3 and one holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education places.

Information about this inspection

Inspectors

Rebecca Miall
Elaine McDonnell

Inspection activities

- The manager joined the inspectors on a learning walk and talked about their curriculum and what they want the children to learn.
- Children told the inspectors about what they like to do when they are at the setting.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager carried out joint observations with the inspectors, considering how the curriculum was being implemented and the impact of this on children's learning.
- Parents shared their views of the setting with the inspectors.
- The manager showed the inspectors 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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