

Inspection of Busy Bees Childcare Centre

Ministry of Defence, Administration Office, Carver Barracks, Wimbish, SAFFRON WALDEN, Essex CB10 2YA

Inspection date: 2 October 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled. Staff take time to get to know children and their families very well, through a tailored settling-in process which includes home visits. The child's voice and well-being are at the heart of staff's practice. Children build strong and trusting bonds with staff. They listen to staff, quickly become familiar with the setting's routine, and learn what is expected of them. There is a true sense of community that nurtures children and their families. Staff understand the impact of military life for many of the families whose children attend. They understand that the consistency of attending the setting provides all children with a secure foundation and seek to build on this to support children's learning and development.

Children are confident to communicate their ideas, needs and wants. Staff help children to learn to share and take turns as they play. They provide support and resources, such as sand timers, to help children take ownership of turn-taking. Staff follow children's lead in play and focus interactions to help children build a wide vocabulary and understanding. Children eagerly join in with play and activities. They enjoy listening to stories. They know and say repeated phrases and words in the story and anticipate what will come next.

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

- Leaders have established a clear curriculum that is designed to help children build on what they know and can do. It is well embedded with staff and shared with parents. Staff implement the curriculum well, using their professional knowledge of typical child development to help to sequence children's learning. Children gain the skills they need to support the next stage in their education and life in modern Britain.
- Children receive lots of praise and encouragement that helps them to feel valued and to make choices. They choose to stay outside when it starts to rain and develop play that reflects their experiences. Children jump in puddles and consider what they need to stay dry. They extend play in the covered sandpit, imaginatively describing it as a treasure island. Staff build on children's ideas and bury treasure, which inspires awe and wonder when sparkling gems are found.
- Staff know children very well. They promptly notice when a child is at risk of falling behind or if they may need additional support. Staff working with children with special educational needs and/or disabilities have appropriate training and are supported by leaders. They work closely with parents and other professionals to identify how to support children to make good progress.
- Parents are positive about the staff and their children's experiences at the setting. They state that they are well informed about their child's day and how to support their ongoing learning at home. Parents say that their children enjoy

attending the setting.

- Staff say that they feel very well supported to fulfil their roles. They receive encouragement to attend training that helps to develop their skills further. Staff are reflective practitioners. They constantly review with leaders what is working well and what needs improvement. Staff discuss training they have received to help each other build their practice. Recent training has helped staff to review and enhance how they help children learn about early mathematics.
- Children's independence is supported well. Staff encourage children to have a go to do things for themselves. Children learn to pour drinks, put on their coats and receive good support to manage their personal hygiene needs. Children build good levels of self-esteem.
- Children have regular opportunities to practise large physical skills. They run, jump and ride on balance and pedal bicycles in the outdoor space. They learn to coordinate their movements to climb on large play apparatus. Staff take children on nature walks, where they learn about the local area. Staff encourage children to recall past events, such as then reading a story with children and asking what is similar to what they noticed on their recent autumn walk.
- Staff understand and deliver the curriculum well. However, sometimes, during large-group activities, some children show signs of disinterest and do not engage with staff or the activity. Staff do not always recognise when this is happening and adapt their practice to meet children's individual needs or stage of development.

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:

- review the organisation of large-group activities to ensure that children continue to enjoy a high standard of teaching and learning at all times.

Setting details

Unique reference number	650130
Local authority	Essex
Inspection number	10365275
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	28
Name of registered person	Busy Bees Childcare Centre Committee
Registered person unique reference number	RP520411
Telephone number	01799 523542
Date of previous inspection	14 January 2019

Information about this early years setting

Busy Bees Childcare Centre registered in 2001. The setting opens each weekday during school term times. Sessions are from 8.45am until 2.45pm. The setting offers government funded early education places for children aged two years to four years and children in receipt of funding for disadvantage. The setting employs nine members of childcare staff. Of these, four hold relevant childcare qualifications at level 3. The manager holds relevant childcare qualifications at level 5.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024