

Inspection of Busy Bees Day Nursery at Quedgeley

Falcon Close, Off Merlin Drive, Quedgeley, Gloucestershire GL2 4NJ

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

Staff provide a warm and nurturing welcome as children arrive. Children who may feel a little unsure are comforted with gentle reassurance and cuddles, helping them to settle quickly. Staff are attentive and respond swiftly to children's needs. This supports their emotional well-being effectively. They encourage children to explore and talk about their feelings. Staff guide them to begin to understand their emotions. For example, children state that playing with friends makes them feel happy and beam with a smile in response. Staff validate their response which boosts their self-esteem.

Children form secure relationships with both staff and their peers. They enjoy playing together in the garden, giggling in excitement as they chase staff in familiar games, such as 'What's the time Mr Wolf?' These interactions strengthen children's confidence and sense of belonging. Staff plan a broad and stimulating curriculum that supports children's learning and development. Children develop early mathematical skills through exploration, such as scooping and counting sand and soil into containers. Staff revisit these concepts in different ways, helping children to consolidate their understanding of numbers and quantities. Children's creativity and imagination flourish through role play. For instance, they pretend to bake cakes in the play kitchen and share these with staff and friends, extending their social skills.

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

- The strong leadership team places importance on supporting staff with their well-being and enhancing their professional development through modelling practice and accessing a wide range of training opportunities. Staff speak highly about working in the setting and feel a valued part of the team. This creates a positive and happy working environment that benefits children.
- Staff establish routines and boundaries, which children follow with increasing independence. For example, children confidently manage their hygiene routines, such as washing their hands before meals. However, some transitional routines are not always managed as consistently, particularly at mealtimes. On occasion, staff are not fully clear about what is happening next. As a result, some children lose focus and engagement as they are unsure of the expectations.
- Children develop a secure understanding of healthy lifestyles. Staff consistently encourage daily physical activity and support children to recognise how the food they eat impacts their bodies. For example, during mealtimes, staff engage children in discussions about the vegetables they enjoy and explain how these provide the energy needed to ride bikes and play actively in the garden.
- Leaders and staff work together with parents and other professionals to support children's learning and development. They act quickly when they identify any

developmental delays, ensuring that children receive the right support at the earliest opportunity. Staff are proactive while waiting for external referrals and swiftly implement tailored strategies. As a result, children with special educational needs and/or disabilities (SEND) gain confidence to develop new skills and make progress in their learning and development.

- Parents speak positively of the care their children receive. Staff share vital information through daily handovers and through an online app, offering ways to continue children's learning at home. For example, extending children's knowledge of changes in autumn. Staff share ideas, such as going on autumnal walks to collect leaves to bring into nursery. This provides a collaborative approach to children's learning, both in the setting and at home.
- Staff support children's learning across the seven areas, placing an emphasis on developing communication and language skills. Children enjoy singing songs and engaging in conversations with staff, which helps to build their vocabulary and confidence. However, at times, some staff are not always precise in the language they use when describing animals or responding to children. For example, they occasionally use informal words, such as 'piggy wiggy' for pig or 'ta' for thank you. This does not always fully extend children's spoken language or model accurate vocabulary.
- Children learn about the world around them as they explore activities about the farm or animals in the wild. Staff use stories to embed their understanding of what they are exploring. Children excitedly contribute to familiar phrases in the story. Younger babies giggle when they see familiar pictures. This helps children to develop a love of reading from an early age.

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 transitional routines, particularly at mealtimes, so children clearly understand what is happening next and remain fully engaged
- refine how staff model language to support children's emerging communication skills and extend their vocabulary further.

Setting details

Unique reference number	101805
Local authority	Gloucestershire
Inspection number	10415418
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	80
Number of children on roll	103
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01452 725533
Date of previous inspection	13 April 2023

Information about this early years setting

Busy Bees Day Nursery at Quedgeley registered in 1999. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays. There are 20 staff working with the children. Of these, one holds an appropriate childcare qualification at level 6, thirteen hold appropriate childcare qualifications at level 3, five hold appropriate childcare qualifications at level 2 and three are unqualified. The nursery provides funded early years education for all children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke with the inspector during the inspection.
- The inspector spoke to the manager about how they support children with SEND.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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