

Inspection of Busy Bees Day Nursery at Ashford Trinity Road

Unit 11 Eureka Place, Trinity Road, Ashford, Kent TN25 4BY

Inspection date: 4 July 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 have warm and affectionate bonds with the children who they care for. Children are happy and settled at the nursery. Staff working with babies are responsive to their needs, and they recognise when babies are tired and need support or comfort. For example, staff talk softly to babies as they cuddle and rock them to give them the reassurance that they need. Staff working with older children pay close attention to them as they play. Toddlers sing their favourite songs together during a group activity, which helps them to build their confidence and learn new key words.

Staff carefully consider the learning environment and ensure that each area supports children's specific learning needs. The youngest children use low-level furniture to support their early walking skills. Staff provide toddlers with opportunities to develop their motor skills. Children use scoops and jugs as they explore the water, and staff are on hand to reinforce newly learned vocabulary, such as 'splash' and 'pour'. Staff are positive role models. They take every opportunity to praise children's good behaviour. Staff say, 'Well done for sharing,' and they acknowledge when children help one another. This supports children's understanding of the behaviours that are expected of them and boosts their self-confidence.

Children access outdoor play regularly and benefit from time spent outside. They explore the inviting outdoor play space with confidence and independence. Children develop physical agility as they run and balance. Some children use wheeled toy vehicles competently and take part in racing games together, while others explore washing dinosaurs in the water tray. This supports children developing self-care skills.

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

- Staff know their key children well. They share deep bonds with children, who demonstrate that they are content and comfortable in their company. Through tactile and gentle interactions with staff, children develop in confidence and emotional security.
- Staff treat children kindly and handle babies respectfully. Before completing a care routine, such as a nappy change, they talk to babies and explain what is going to happen next. In doing so, it helps to prepare them and they cooperate well.
- A new curriculum supports staff to have a secure idea of what children can learn from activities, but staff are not yet all confident about linking this to individual children's next steps. Sometimes, activities do not focus enough on helping children build on their individual skills and knowledge or are not tailored

precisely to what they need to learn the most at that time. This does not consistently support children to extend their learning further.

- Parents comment that their children are happy and that their children enjoy attending the nursery. Staff work closely with parents to keep them updated about their child's development and help them understand how to support their child's learning at home.
- Staff have supervision meetings in which managers monitor performance and set targets for improvement. Staff complete all mandatory training, and professional development opportunities are available. Overall, managers provide effective support to staff who already exhibit strong teaching skills.
- Children display confidence and enthusiasm as they engage with the activities that are available. The manager has implemented a curriculum where each room highlights a specific storybook, song and learning concept tailored to the children's age and stage. This approach fosters a love of reading and helps build a rich bank of rhymes and songs. Staff support babies in picking up frequently used words, helping them build early communication skills by connecting words to objects or ideas. As a result, children grow confident in both understanding and using new vocabulary.
- The manager pursues the best outcomes for children with special educational needs and/or disabilities. Additional funding is spent with integrity to directly support children's learning and development. Staff are quick to identify any concerns. They discuss them with parents and refer children promptly. As a result of this partnership, children make very good progress.
- Staff have high expectations for children's behaviour. They model positive behaviours and help children to develop a sense of right and wrong. This is reflected in children's positive attitudes and behaviour.

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:

- strengthen curriculum planning to further enhance the quality of teaching and provide more tailored support to children's learning experiences.

Setting details

Unique reference number	EY486746
Local authority	Kent
Inspection number	10407612
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	87
Number of children on roll	128
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01233 663386
Date of previous inspection	14 January 2020

Information about this early years setting

Busy Bees Day Nursery at Ashford Trinity Road registered in 2015. It is one of several nurseries owned by Busy Bees Ltd. The nursery operates each weekday, from 7.30am to 6.30pm, all year round, excluding bank holidays. It receives funding to provide free early education for children aged two, three and four years. There are currently 18 members of childcare staff and, of whom, 14 hold appropriate childcare qualifications.

Information about this inspection

Inspector

Laura Hodges

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector spoke to parents and gathered information through parents' feedback to gain their views of the setting.
- The inspector carried out joint observations of group activities with the manager.
- 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 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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