

Inspection of Busy Bees Day Nursery at Ashford Eureka Park

Unit 10 Rutherford Road, Eureka Leisure Park, ASHFORD, Kent TN25 4BN

Inspection date: 4 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

Children are well supported and build strong attachments to their key persons. They seek them out when they need support. This results in children feeling safe and secure. Staff implement an effective curriculum that builds on what children need to know for their next stage in learning, such as before they move rooms in the nursery or go on to school. For example, at mealtimes, younger children learn to use spoons, moving on to spoons and forks and then knives and forks in the pre-school rooms. These small steps help children become confident and build on what they know and can do.

Staff place a high priority on supporting and developing children's language. They teach them words and their meanings to help children understand and use them in their play. For example, younger children learn words such as 'carrot'. Older children talk about the name of their hometown and what continent they live in. This helps build children's vocabulary.

Children behave well. They are polite and kind to their friends. If there are minor disagreements, staff support children to resolve them. When too many children want to play on the bikes, staff create a list so children can see who is next. This helps children know what is expected from them.

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

- Staff observe and track children's progress from the start. They use the information gained to ensure that children are making progress in their development. If children are identified as needing extra support, staff swiftly intervene to ensure that they receive the additional help they need. All children, including children with special educational need and/or disabilities, are making good progress from their starting points.
- Children develop a love of books. A range of books is available that children can freely choose from. Staff also implement a 'book of the week'. They read the book daily to ensure that children are familiar with the story. Staff plan activities around the story to embed learning. For example, children draw pictures from the story. These are displayed, along with a picture of the book, so children can retell the story.
- Children build a positive attitude to learning. Staff generally support them to have a go before helping them. For example, children are encouraged to put their own shoes and coats on before going outside. Staff talk through the process to support children to achieve what they set out to do. This helps children build resilience.
- Children enjoy healthy nutritious meals that are prepared on site. Staff are mindful of children's allergies and cultural backgrounds when planning food.

Children eat a range of fruits and vegetables with each meal, such as broccoli and bananas. This helps them develop healthy choices around food.

- All staff have a good understanding of all areas of learning. Overall, they successfully help children develop the skills they need. For example, staff encourage children to be independent. Children pour their own drinks and scrape their plates after eating. However, sometimes staff step in too quickly to complete tasks for children that they could learn to do themselves. When children have made a picture, staff automatically write their name without asking children to attempt to write it themselves. This doesn't consistently support children to develop and practise new skills.
- The leadership and management team has a clear vision for the future and is continually developing the facilities it offers. Staff undertake regular training to ensure that they maintain the high standard of teaching. Staff feel well supported by the management team. They feel they have manageable workloads and report high well-being.
- Partnership with parents is good. Parents are extremely happy with the service the nursery provides. They report their children have made good progress since starting. Staff regularly share updates and photos of children's learning. This keeps parents informed on how their children are developing. The nursery shares ideas on how parents can continue the learning at home. This helps consistency in learning between home and the nursery.

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:

- build on opportunities for children to practise their mark-making and early-writing skills.

Setting details

Unique reference number	EY332752
Local authority	Kent
Inspection number	10407946
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	108
Number of children on roll	106
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01233 629200
Date of previous inspection	22 January 2020

Information about this early years setting

Busy Bees Day Nursery at Ashford Eureka Park registered in 2006 and is located in Ashford, Kent. It is one of several nurseries owned by Busy Bees Limited. The nursery operates each weekday, from 7.30am to 6.30pm, all year, excluding bank holidays. It employs 30 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery provides funded education for all eligible children.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- The centre director and the inspector completed a learning walk together and discussed the curriculum.
- The inspector completed two joint observations with staff to evaluate the impact of learning.
- Parents spoke to the inspector and shared their written views on the care and education their children receive at the nursery.
- The inspector spoke to staff and the children at appropriate times during the inspection to gain their views.

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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