

Inspection of Busy Bees Day Nursery at Woking

50 Cavell Way, Knaphill, Woking, Surrey GU21 2TJ

Inspection date: 1 October 2024

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 enjoy their time at the nursery. They form positive relationships with staff. Those who need more reassurance receive cuddles and support from staff, who show empathy and consideration for children's feelings and emotions. Key persons know children well, including their experiences at home and where they are in their development. This helps staff to understand what children need to learn next and plan for their progress. Children engage enthusiastically in their play and activities. For example, young toddlers enjoy exploring sensory materials and sustain their interest well.

Staff understand the learning intentions of the activities they provide, and there are clear expectations for all children's learning and progress. Overall, most staff successfully implement the learning intentions of the curriculum. Staff identify and support children who need extra help in their learning and development. For example, children who speak English as an additional language and those with speech delays benefit from small-group language activities. This helps children to gain the skills and knowledge they need for their future learning.

Overall, staff mostly provide clear guidance to help children understand the expectations of their behaviour. Children are confident and manage transitions well, such as moving from their rooms to the garden. Staff teach children safe behaviours at these times, such as using the stairs safely and holding on to the handrail.

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

- Overall, staff know and understand how to teach and support children. The curriculum has a focus on developing children's communication and language, independence and physical skills. At times, some staff do not fully implement the learning intentions of the curriculum, such as building on what children say, to help extend their language further. This does not always ensure that staff's practice is as consistent as possible in fully promoting children's learning.
- Children are keen to learn. Staff encourage pre-school children's mathematical understanding, including comparing sizes and developing their skills in using simple addition. Children enjoy spending time outside. During the inspection, toddlers showed excitement when observing the arrival of delivery trucks. Staff suitably followed children's interests and supported their observations.
- Staff promote caring relationships with children and encourage them to build friendships and work with others. For instance, pre-school children had fun working together making 'pumpkin soup' with natural resources. Babies form strong bonds with their key person. They enjoy interactive play with their key person as they explore resources or sing songs together.

- The provider has implemented new strategies to support children's behaviour. This is generally having a positive impact on improving children's self-regulation. Staff praise and encourage children consistently. They are good role models to the children, such as using good manners with them. Occasionally, staff do not clearly set out expectations for behaviour to pre-school children. This leads to some children not fully understanding the behaviour expected.
- Staff build on children's developing independence as they move through the rooms. They encourage children to do things for themselves from a young age. For instance, babies learn to feed themselves independently and younger toddlers learn to hang up their coats. Older toddlers help to pour their drinks and clean their faces, while pre-school children gain a sense of responsibility when helping to tidy up.
- The provider has taken steps to improve the provision for children who need extra help and support. This includes identifying and applying for additional funding available to offer further support for children's needs. Staff put in place individual support plans to promote children's progress. They work closely with other professionals and parents, who contribute to the children's plans. This helps to promote continuity in meeting children's needs.
- The provider has worked hard to address some recent areas for improvement. Staff have received training and professional development and updated their knowledge of implementing policies and procedures. This helps to ensure that staff understand their roles and responsibilities securely. Staff feel supported and confident to share their views with leaders.
- Staff build strong partnerships with parents. They provide regular updates to parents about their children. Staff offer parents guidance when needed, such as about toilet training. They offer activity packs for parents to help support children's learning at home. Parents are complimentary about the support they receive from staff and their children's experiences at 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:

- develop staff's practice further to ensure that all staff provide teaching and support to children that meets their needs at a consistently good level
- provide more guidance to older children about the expectations of their behaviour to help them regulate their own behaviour more effectively.

Setting details

Unique reference number	160645
Local authority	Surrey
Inspection number	10363520
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	115
Number of children on roll	100
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	01483 797966
Date of previous inspection	21 September 2022

Information about this early years setting

Busy Bees Day Nursery at Woking registered in 2001. It is located in Knaphill, near Woking, Surrey. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year, except for bank holidays. The nursery provides funded care and early education for children and receives specific funding for disadvantaged children. There are 28 childcare staff employed to work with the children. Of these, 21 staff hold a relevant childcare qualification at level 2 or above, including two staff with level 5 qualifications.

Information about this inspection

Inspectors

Sheena Bankier
Hayley Kiely

Inspection activities

- The deputy manager, manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One inspector and the manager carried out a joint observation of a group activity.
- The inspectors reviewed relevant documentation and checked evidence of the suitability of staff working in the nursery.
- Parents provided feedback to the inspectors, who took account of their views.
- The inspectors interacted and chatted with the children during the inspection.

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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