

Inspection of Busy Bees Day Nursery at Leicester Carlton Park

Carlton Park, King Edward Avenue, Narborough, Leicester LE19 0LF

Inspection date: 31 March 2022

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 arrive happy at nursery. They confidently leave parents at the door. Staff give cuddles and reassurance to children who need it, helping them to settle quickly. This supports children's emotional needs. Children have formed friendships and engage each other in play. For example, a child gives their friend a picture, saying 'I made one for you'. Staff encourage good hygiene practices with children from a young age. Babies use wipes to clean their hands and faces after mealtimes. Toddlers proudly show staff their hands, saying 'I wash my hands', after eating snack. Staff teach children to keep safe inside by reinforcing rules, such as using their 'walking feet' so they do not trip over. Children learn to be independent. Staff show them how to zip up their coats before going outside, and how to pour their own drinks.

Children have a positive attitude towards their learning. For example, pre-school children take a skeleton over to staff, saying 'can we learn about our bodies?' Children work as a team to fit body parts onto the skeleton. Staff teach them what intestines do, as children say 'they look like lizards'. Children access a large inviting outdoor area. Toddlers enjoy riding on tricycles in the garden, developing their physical skills. Staff teach babies how to use walkers, helping them to gain confidence in their movement.

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

- Staff follow a curriculum that focuses on children's interests. They gather information from parents during settling-in sessions about what their child already knows and can do. They then use this information and their own observations to plan activities, helping children to progress in their learning. Staff encourage children to reflect on what they have previously learned. For example, children remember the effect exercise has on their bodies. Staff praise them when they say 'my heart beats very fast when I run'.
- The manager and staff support children with special educational needs and/or disabilities. Staff are quick to identify gaps in learning. They work well with other professionals, using additional funding appropriately. For example, staff provide one-to-one assistance for children who need it the most.
- Staff provide activities covering the seven areas of learning. Toddlers develop their senses by smelling and feeling the texture of daffodils. Staff introduce words such as 'soft' to describe how the petals feel. Children learn how to count from a young age. Staff teach toddlers how to count to three by counting their cups at snack time. Pre-school children begin to count beyond 10 when counting how much food a caterpillar eats during a story. However, on occasion, staff do not make the most of opportunities during activities to extend children's learning further.

- Staff support children's communication and language development well. Children enjoy taking part in story-and-song sessions. Toddlers lie on their bellies in a cosy book corner, intently listening to a familiar story. Babies smile as staff sing to them.
- Children behave well. Staff teach children about feelings and emotions. For example, pre-school children listen to a story about a dinosaur who gets stuck. Staff ask children how they would feel. Children reply 'sad' and 'cry'. Children respond positively when they are asked to tidy up. Pre-school children happily sweep up paper they have thrown during an activity.
- Children learn about the world around them. Toddlers show an awareness of the changes in weather. They gaze in wonder looking out the window, saying 'wow, it's snow!' Pre-school children learn about caterpillars. They excitedly engage staff, saying 'look! This massive caterpillar has grown big!' Staff question children to think about how the caterpillars have grown; 'they eat their food' children reply.
- Parents speak highly of the nursery. Staff give regular feedback to parents about what their children are learning. For example, parents can attend meetings to discuss their child's progress. Parents say they are 'very grateful' for the support they receive.
- The manager is passionate in her role. She has strong relationships with staff, who report they feel supported. The manager carries out observations on staff practice and completes supervisions with them. She gives feedback to her team, allowing them to reflect on their practice. Staff have access to a variety of training activities, including how they can read stories effectively. This allows them to continually develop their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager is confident in her role as designated safeguarding lead. Staff are alert to the signs and symptoms of different types of abuse, including the 'prevent' duty. They are aware of the importance of reporting and recording any concerns they have on staff and children. This allows them to keep children safe from potential harm. The team take part in safeguarding training and refresh their knowledge during meetings. The setting is safe and secure. The manager follows safer recruitment procedures, ensuring all staff who work with children are suitable. Staff teach children how to stay safe when using technology devices attached to the internet. They read stories and supervise them at all times while on the nursery's computers.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen staff's teaching skills to help them make the most of activities to extend children's learning even further.

Setting details

Unique reference number	EY241078
Local authority	Leicestershire
Inspection number	10073126
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	116
Number of children on roll	97
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Telephone number	0116 2865566
Date of previous inspection	30 March 2016

Information about this early years setting

Busy Bees Day Nursery at Leicester Carlton Park registered in 2002. The nursery employs 23 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want the children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents and staff shared their views with the inspector during the inspection.
- The inspector carried out a joint observation on an activity with the manager.
- The inspector observed the quality of education being provided in the nursery and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- A sample of relevant documentation was viewed by the inspector, including development plans and two-year checks.

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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