

# Busy Bees at Bagshot

Unique reference number (URN): 2831045

Address: 2 High Street, Bagshot, GU19 5AE

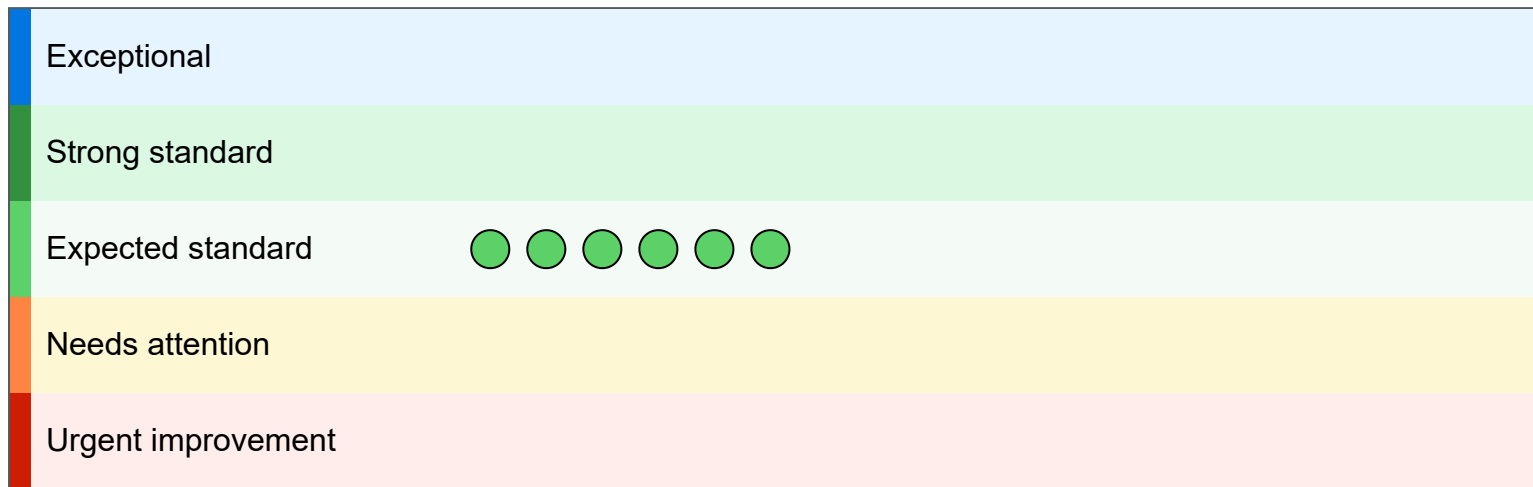
Type: Childcare on non-domestic premises

Registered with Ofsted: 20/02/2025

Registers: EYR

Registered person: Busy Bees Nurseries Limited

## Inspection report: 14 April 2026



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Children have positive attitudes to their learning and readily involve staff in their play. They talk with staff about their experiences outside the setting, including their likes and dislikes in food. They are extremely confident and demonstrate well-developed social skills. For instance, babies happily play alongside their peers and smile at each other as they make eye contact. Older children eagerly introduce their friends to adults and are keen to show what they are doing.

Children demonstrate increasing independence. Younger children are encouraged to use their spoons and drink from open cups at mealtimes, while older children happily serve their friends' plates and count the carrots they choose to eat at snack time. All children, including those who are disadvantaged and those with special educational needs and/or disabilities, make positive progress from their individual starting points. They are well prepared for the next stage in their learning, including starting school.

### Behaviour, attitudes and establishing routines

Expected standard 

Overall, staff have high expectations for children's behaviour. They act as positive role models and build respectful relationships with the children. As a result, children are confident and sociable. They happily invite others to join their play, such as when pouring water into the pretend 'dinosaur land'. However, inconsistencies in how some staff support children to understand the behaviour expectations mean that, at times, some children do not have consistently positive attitudes towards learning.

Staff build positive relationships with families and children, and there is an inclusive, respectful culture throughout the nursery where all children are valued as individuals. Leaders support parents to understand the importance of regular attendance. Staff help children to manage their feelings and emotions, particularly those with special educational needs and/or disabilities. For example, staff repeatedly remind older children to wait for their turn and be patient while they wait for their snack.

Settling-in procedures for babies and children are effective and tailored to each child's individual needs and age. For instance, newer babies are offered regular one-to-one time with their key person, and they seek them out for comfort when needed. Older children confidently ask familiar adults for help and enjoy sharing their ideas with them in conversation. Staff are nurturing and help all children to develop secure, positive attitudes towards play and learning.

### Children's welfare and wellbeing

Expected standard 

Leaders and staff create secure, trusting and responsive relationships with all children. Key persons have particularly close bonds with children, especially babies. They are caring and form close attachments, helping new children to feel safe in their care. Generally, staff know children's next steps well and support these through everyday interactions. For example,

staff hold babies' hands and help them to walk, praising their efforts and building resilience. However, at times, staff do not always recognise when younger children become unsettled during daily routines, such as group times. They do not respond quickly enough to children's individual needs during these key moments. This does not consistently support children's wellbeing effectively.

Children are supported to recognise and manage their emotions. Children with special educational needs and/or disabilities and those known to social care and/or who face other barriers to their learning receive the emotional support they need that enables them to thrive. For example, staff recognise when children need time to calm and offer a quiet space and their favourite story. This helps children to manage their emotions.

Leaders promote children's health effectively. Staff are positive role models and encourage healthy practices, such as talking with children at mealtimes about how carrots are a healthy choice. Children enjoy nutritious meals and snacks and learn about oral hygiene through planned activities.

## **Curriculum and teaching**

**Expected standard** 

Leaders have established a curriculum that is based on detailed information they gather when children start. Staff make effective use of assessment to meet children's needs, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders continue to support staff to develop the knowledge and understanding needed to promote children's learning and development overall. However, some staff do not always take children's ages and stages of development into account when planning or delivering activities. They do not consistently adapt their teaching in the moment, which results in some children becoming less engaged. As a result, the curriculum is not yet sequenced well enough to build children's knowledge and skills progressively from what they already know and can do.

Staff in the baby room are well trained in early communication skills, safe sleeping, feeding and weaning, providing a secure foundation for future learning. Staff are knowledgeable and confident in building children's vocabulary and understanding of the world. For example, older children show delight as they observe flowers and excitedly point out the petals. Staff provide a language-rich environment that supports children to become confident communicators.

Children's mathematical skills are systematically developed. For example, staff place objects inside items and repeat language such as 'in' and 'under' for babies. Older children enjoy talking about the shapes they see within art and confidently paint their own circles and count to 11. Staff teach children to have a love of books from an early age. Babies enjoy sharing stories and babbling words such as 'lion' as they share picture books, while older children delight as they choose their own story, becoming engrossed in the pages and muttering to themselves about the story. They are building early literacy skills well.

## **Inclusion**

**Expected standard** 

Leaders have secure procedures in place for identifying and supporting children with special educational needs and/or disabilities, as well as those who face other barriers to learning or

those known to children's social care. They implement individual support packages, including targets set by external agencies, and monitor these closely to evaluate their impact. For example, staff use visual aids to help children understand what is happening now and what will happen next in the routine. This supports children to stay calm and regulate their emotions.

Additional funding, such as the early years pupil premium, is used wisely to support the children it is allocated to. For example, leaders have recently enhanced their outdoor provision to support children to learn how to take appropriate risks and make safe choices in play. This helps to ensure that all children make progress from their individual starting points.

Leaders are proactive and attend regular training to maintain their knowledge and understanding of how to support children who may face barriers to learning. They work in partnership with other professionals, including local authority inclusion staff and speech and language therapists, to ensure that targets for children's learning are appropriately challenging, realistic and achievable. Leaders continue to coach and mentor staff to follow individualised plans so that children achieve the best possible outcomes. Parents value staff's knowledge and understanding and feel reassured by the support their children receive. They warmly appreciate the progress their children make.

## **Leadership and governance**

**Expected standard** 

Leaders understand the setting's context, strengths and areas for development. They take timely action when improvements are needed. Leaders meet regularly and communicate effectively to reflect on practice and outcomes for children. This clear communication enables them to focus on improving key areas, such as building consistency in teaching and learning.

Leaders take account of staff's wellbeing and ensure that they feel valued and supported in their roles. They offer constructive feedback during observations of staff practice and interactions with children. For example, they carry out regular observations and plan training to address any areas for development, such as recent training focused on understanding children's development. This helps to improve the quality of teaching over time.

Leaders and staff work in partnership with parents to secure the best education and care for children. They share information with parents, professionals and other agencies about children's needs and progress. Leaders and staff support parents to extend their child's learning at home. For example, they share information with parents, including the latest guidance on keeping children safe when sleeping. Parents appreciate the way staff share information about what children have already achieved and what they need to learn next. They report that they feel valued as partners in their child's learning journey.

---

---

## What it's like to be a child at this setting

Children thrive in this welcoming and nurturing setting, where they feel safe, valued and eager to learn. Staff welcome them with warm smiles and cuddles, helping them separate confidently from their parents and quickly enjoy their chosen activities. Leaders promote attendance by working closely with families, emphasising the importance of regular participation and following up promptly on absences.

Staff recognise children's varied starting points, including those with special educational needs and/or disabilities. Together, staff and leaders create a stimulating and dynamic environment. Children enjoy a wide range of inspiring activities, such as sharing stories with puppets for babies, building obstacle courses in the garden for toddlers and discussing famous artists and their work with older children. These experiences support children to learn new concepts effectively through play.

Children benefit from a curriculum that places a strong emphasis on communication and language. Staff support this through back-and-forth interactions, encouraging babies to babble, toddlers to repeat single words such as 'more' and older children to talk about their ideas, for example how they will pour water down funnels and how it moves 'fast'. Leaders further promote communication and language development at home by offering tools such as lending libraries and 'books of the week' to encourage shared learning with families.

Children show high levels of enjoyment in their learning. Babies laugh and smile as they climb and clamber over the soft-play equipment. Toddlers work together in imaginative play, feeding their 'family'. Older children persevere as they balance on ladders and explore the outdoor environment, developing resilience and physical confidence. They use tools safely, share ideas and cooperate well with their friends. Children are socially confident and communicate effectively.

---

## Next steps

- Leaders should support staff to embed a sequenced curriculum and strengthen teaching practice so that interactions are of consistently high quality and fully promote opportunities for learning.
  - Leaders should ensure that staff consistently support children's behaviour to help them to understand behaviour expectations.
  - Leaders should help staff to support children consistently well during routines and key times of the day to further enhance children's wellbeing.
-

## About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator and parents 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.

---

### Inspector:

Mandy Cooper

## About this setting

**Unique reference number (URN):** 2831045

### Address:

2 High Street  
Bagshot  
GU19 5AE

**Type:** Childcare on non-domestic premises

**Registration date:** 20/02/2025

**Registered person:** Busy Bees Nurseries Limited

**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

**Local authority:** Surrey

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 14 April 2026

## Children numbers

## Age range of children at the time of inspection

0 to 4

## Total number of places

94

---

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

### Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy

Team, The National Archives, Kew, London TW9 4DU, or email:  
[psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright