

Busy Bees at Leamington Spa Queensway

Unique reference number (URN): 2853280

Address: Unit 6, Tancred Close, Leamington Spa, CV31 3RZ

Type: Childcare on non-domestic premises

Registered with Ofsted: 30/06/2025

Registers: EYR

Registered person: Busy Bees Nurseries Limited

Inspection report: 29 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Strong standard ●

Achievement

Strong standard ●

Children make rapid and sustained progress across all areas of learning from their individual starting points. All children, including those with special educational needs and/or disabilities, fully participate in learning opportunities and make rapid progress. For example, children who start with a limited vocabulary quickly learn how to put words together and form clear, coherent sentences. In turn, they build positive relationships with their peers and staff. Those with limited attention and listening skills benefit greatly from small group sessions that engage them fully as they explore 'what is in the bucket'.

Children build upon their independence skills in a sequenced approach. They learn how to use cutlery efficiently, pour their own drinks and serve snacks using tongs. Older children develop the skills needed to get dressed and undressed as they prepare for school. Children develop important knowledge and understanding to support them in their next stage of learning.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders foster a supportive and nurturing environment. They set clear expectations for behaviour across the organisation that all staff and children understand. Leaders develop and maintain a culture of kindness and compassion through respectful and gentle interactions. Staff build trusting relationships with children, helping them feel safe, valued, and confident enough to explore. Leaders emphasise punctuality and attendance. They work actively with families to ensure that children benefit fully from all learning opportunities. Staff consider each child's age, developmental stage, and individual circumstances when helping them meet expectations. They respond promptly with respectful redirection or distraction when children struggle to make positive behaviour choices.

Children respond positively to staff. They listen carefully and follow simple instructions that help the day run smoothly. Staff seek children's consent for intimate care and ensure babies and children know what is expected of them at each point of the day. As a result, all children feel safe and secure. Their attitudes to learning are consistently positive, and they are keen to try new activities and learning opportunities. For example, older children eagerly join in with yoga storytelling sessions that help to balance their physical and mental health. Staff adapt routines, strategies and learning for children with special educational needs and/or disabilities so that every child can participate fully and feel included.

Children's welfare and wellbeing

Strong standard ●

Leaders implement a highly effective key person system which supports children's sense of connection and belonging. During transition times, staff share information to ensure that colleagues develop a clear understanding of children's needs, personalities and learning preferences. This helps smooth the transition both in the setting and when children move on to school. Staff know children well, adapting routines such as sleeping and feeding to reflect each child's needs. They work closely with parents to update any changes to children's diet

or sleep pattern. As a result of these carefully embedded arrangements, children are ready and eager for the next stage of their learning.

Leaders emphasise the importance of a healthy lifestyle through their interactions with children and their families. Displays and information sharing promote a nutritionally balanced menu. Children can make their preferences known through a voting system to choose healthy meals. They benefit from trying new foods and engaging in social interaction during calm mealtimes. Children learn about the importance of oral health, and leaders support families to sign up with a dentist and promote oral hygiene from an early age. Children engage in activities that promote effective toothbrushing and enjoy sharing stories about going to the dentist. They also benefit from physical and active play opportunities. Staff adjust and adapt experiences to reflect children's needs, including those with special educational needs and/or disabilities and those with barriers to learning. Children access obstacle courses and use climbing and balance equipment that help develop their confidence in their physical abilities. Leaders ensure that age-appropriate equipment is used effectively to consistently support children in taking risks and developing new skills in their play. For example, babies have numerous opportunities to crawl, roll, and climb on apparatus that offers physical challenges.

Curriculum and teaching

Strong standard 

Leaders have established an ambitious curriculum that is carefully sequenced throughout children's journey. They take into account children's differing needs and plan effectively for all children, including those with special educational needs and/or disabilities to reflect children's individual interests. This thoughtful approach helps children become fully engaged in their learning and they make rapid and sustained progress from their starting points. Staff take account of and pay close attention to children's fascinations and their learning style. They use this to plan opportunities for children to engage in for prolonged periods. Staff members are skilled in using high quality interactions to extend children's learning. For example, they connect their teaching through a series of linked opportunities. Older children learn about colour, structure and creativity as they explore the 'artist of the moment'. Staff skilfully support children in examining pieces of artwork and using new skills to create their own masterpieces. Children thrive on the praise they receive and the public recognition when their work is displayed and celebrated. Through this fluid project work that captures children's imagination, staff weave in mathematical and scientific concepts, as well as opportunities to develop and refine the use of a variety of tools for drawing and painting.

The curriculum is vast and leaders ensure all individuals are meaningfully included. Staff skilfully adapt teaching in the moment and adjust environments. They ensure that activities are accessible for all children. Staff value each child's individuality and their interests. Children benefit from the exciting opportunities provided at this unique setting. Younger children show enthusiasm for sensory opportunities such as sand, water and dough. Staff model new and familiar language, such as 'squeeze', 'pinch', and 'twist', helping children make connections between words and actions. All staff teach children with continued support and guidance throughout the day. They consistently engage children in learning and narrate to them. Staff help children to make sense of the world around them. Children are confident exploring the well-thought-out outdoor play spaces, which offer opportunities to develop and strengthen their stamina and fitness through large-scale physical play.

Inclusion

Strong standard 

Leaders have established an inclusive culture in which all children, including those with special educational needs and/or disabilities (SEND) and those with barriers to their learning are valued and supported in accessing the curriculum. Leaders and staff identify the needs of children with SEND effectively through careful assessment of their starting points, ongoing observation and close communication with parents and carers. This enables staff to recognise children's emerging needs early and take timely action to reduce barriers to learning. For example, staff use visual prompts, such as 'Now and Next' boards, and structured routines to help children understand expectations and manage transitions. Leaders and staff implement the consistent use of simple sign language across the setting to help even the youngest children to communicate their needs effectively.

Leaders skilfully plan and implement activities and experiences to target gaps in children's learning. They work closely with staff members to monitor children's progress and review the impact of support and interventions closely. Leaders involve parents effectively in their children's learning. They provide high-level support that helps reduce barriers. This also has a positive impact on children's physical and emotional health, enabling them to access learning opportunities across all areas of the curriculum.

Leaders also work effectively with external professionals, including speech and language therapists and multi-agency teams. Leaders maintain regular communication with professionals and implement shared strategies to support children's communication and emotional development. This helps to ensure that support is consistent and meets children's needs.

Leadership and governance

Strong standard 

Leaders demonstrate a reflective and strategic overview of this highly effective and positive setting. They recognise where to focus their attention to consistently drive improvement, such as deepening staff members understanding of how to extend children's learning to the highest level through every interaction. Leaders are excellent role models who provide a supportive and flexible approach, helping staff to feel valued and appreciated. Staff report high levels of wellbeing. They feel able to contribute purposefully to the setting's vision. Highly effective supervision arrangements help individual staff members develop as reflective and intuitive practitioners. Opportunities for professional development identify where individuals can further develop their skills and knowledge. Leaders conduct rigorous, supportive monitoring to enable staff to develop in their roles.

Leaders nurture community involvement, which supports families in making connections in their locality. They support charitable activity, and they include children, parents and carers in working together to help others. Leaders and staff develop respectful and trusting relationships with parents. They work in an effective partnership, which helps staff understand the needs of families and offer appropriate and timely support. This impacts positively on the outcomes for children, including those with special education needs and/or disabilities and those previously known to social care. Leaders develop sound links with external agencies. Their consistent integrity and commitment to improving the quality of children's experiences and learning opportunities are exemplary. Working together with

other professionals ensures that children experience high-quality support and intervention which leads to better outcomes for all children.

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

Children thrive in this nurturing and caring setting. Leaders and staff spend time getting to know them when they first start and this helps children to settle well and develop a sense of belonging. Babies demonstrate signs of emotional security as adults who care for them understand their routines, helping to build trust. Across the setting, all children benefit from a highly effective key person system that meets their individual needs. Babies and children experience an unhurried approach to developing their relationships with both staff and their peers. Respectful interactions help children to build their confidence and this impacts positively on their attitude to accessing learning opportunities. This gentle and child-centred approach helps children to feel prepared for the next steps of their education. Leaders support parents in understanding the importance of regular attendance and punctuality, helping children get the most from their learning by providing access to the varied opportunities that take place throughout the day.

Children achieve well from their starting points, particularly in communication and language and personal, social and emotional development. From an early age, children develop a love of books and stories. They delight in sitting with staff to share stories individually or in small groups. Young children recognise familiar words and pictures and enthusiastically join in with making different faces to represent emotions and feelings. Children benefit from repetition, which supports them to recall and retrieve information. Older children choose familiar stories and create pictures that depict the characters in the book, drawing on their prior knowledge. Together, they discuss the monsters from their current favourite 'The colour monster'.

Consistent routines and clear expectations support children to feel secure and develop positive relationships. Shared experiences help children develop connections with their peers, which lead to early friendships. Children thrive because staff provide consistent care, clear routines and effective support. Robust safeguarding arrangements and close partnerships with parents ensure that all children, including those with special educational needs and/or disabilities, are safe and flourish.

Next steps

- Leaders should sustain their work to ensure consistently high standards and continued improvement. They should focus on strengthening staff members' understanding of how to extend children's learning to the highest level, to create a transformational impact on the outcomes of children. These includes those with special educational needs and/or disabilities, those who are known, or previously known to children's social care, and those who may face other barriers to their learning and/or wellbeing.
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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:

Lisa Gadsby

About this setting

Unique reference number (URN): 2853280

Address:

Unit 6
Tancred Close
Leamington Spa
CV31 3RZ

Type: Childcare on non-domestic premises

Registration date: 30/06/2025

Registered person: Busy Bees Nurseries Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Warwickshire

Facts and figures used on inspection

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

 This data is from 29 July 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

110

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.

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