

Inspection of Busy Bees Day Nursery at Solihull Blythe

Blythe Gate, Blythe Valley Park, Shirley, Solihull, West Midlands B90 8AF

Inspection date: 23 March 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have a wonderful time at the nursery and are very happy and settled. They are extremely well behaved and engage with ease in activities. Staff are enthusiastic and caring. They plan for children's individual needs exceedingly well.

Children's behaviour and attitude towards learning is exemplary. They use excellent manners, are kind and share resources with their friends. They remain highly engaged in activities and are confident learners. For example, they make decisions for themselves and choose resources. Older children communicate with ease and are able to express the things they like doing most. For example, they say 'I like to eat my fruit with my friends. It is my happy time.'

Children are confident as they investigate the environment. Babies excitedly investigate sand and use different tools to explore the texture. Toddlers engage in understanding primary colours as they play with dough. Older children use trowels and small forks to dig soil. They show great delight as they care for the plants as they grow. Children use magnifying glasses as they observe a slug in the bug garden. Staff provide reassurance as children discuss why the slug is not moving. They explain that 'it is asleep and we need to use quiet voices.' Children show great care for living things as they explore the natural world around them.

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

- Leadership and management is exceptional. The manager has a clear vision of how she wants the nursery to continually improve. Her drive and passion inspires the staff team. Staff comment that they feel valued and happy in their roles. The manager encourages them to reflect on their own performance. Together, the team provides the best possible start for children in their care.
- The curriculum is very ambitious. Staff focus on the individual developmental needs of the children. They are clear about what they want children to learn. Staff plan interesting and exciting activities to deliver the curriculum. This captures children's attention and encourages them to learn.
- There is a strong focus on communication and language. Staff use every opportunity to sing and share books with the children. Toddlers sing rhymes to build an understanding of counting and naming parts of the body. Older children use sentences and can recall prior learning. For example, they know that they need to water plants for them to grow. Staff learn key words for children who speak English as an additional language. This ensures that all children feel welcome and understood.
- Partnership with parents is excellent. They comment on the 'amazing time' and the 'best possible start' that children experience. Parents delight in the progress their children make, and say how staff value them and include them in their

child's learning. Parents are keen to share experiences from home. For example, they provide photographs of dogs and pets for a focus on 'World Puppy Day'.

- All staff encourage independence. For example, children use appropriate cutlery for their age. Staff support them, model how to cut food and encourage children to have a go. In the toddler room, children try to roll up their own apron sleeves at mealtimes. Older children have set responsibilities for the day and become class monitors. For example, they collect plates and cutlery for their table. Children are proud to show their 'monitor badge'. They take immense satisfaction as they complete each task.
- Staff provide plenty of activities to support children's understanding of numbers, counting and weight. They introduce number and simple counting with even the very youngest children. Toddlers enjoy number rhymes and use their fingers to help them count as they sing. Older children are keen to try and estimate a group of objects before they count. They are confident as they complete simple addition and subtraction when building towers. Outside, children explore the concept of weight. They experiment as they compare buckets of sand and work together to identify the heaviest and lightest buckets.
- Children have many opportunities in which to be physically active. Outdoors, they engage in play that supports their gross motor skills. This includes balancing, walking, running and climbing. Indoors, toddlers are able to access a low-level gym with steps and a slide. This encourages them to climb and gain confidence. In the baby room, staff place treasure baskets out of reach. This encourages babies to move independently to the basket. All children in the nursery have excellent opportunities to develop their movement.
- Staff teach children about healthy lifestyle choices. They use examples of fruits and vegetables which are on tables as discussion points. Staff explain to children their importance as part of healthy living. Meals and snacks are nutritious and well planned. Staff talk to all children about the need to drink water.

Safeguarding

The arrangements for safeguarding are effective.

Children's well-being and safety are of the highest priority. The manager provides extensive training and updates for all staff with regard to safeguarding. Staff confidently explain the signs and symptoms that a child might be at risk. They show excellent understanding of the procedures to follow if they have a concern about a child or the behaviour of a staff member or manager. The nursery has a robust recruitment procedure in place. The manager monitors the ongoing suitability of staff through regular supervisions. Staff maintain a safe and secure environment with thorough risk assessments in place. Children understand the importance of being safe, such as when using cutlery or small garden tools when planting flowers.

Setting details

Unique reference number	EY289506
Local authority	Solihull
Inspection number	10263145
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 5
Total number of places	100
Number of children on roll	117
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0121 745 7862
Date of previous inspection	21 April 2017

Information about this early years setting

Busy Bees Day Nursery at Solihull Blythe registered in 2001. The provider employs 25 members of childcare staff. Of these, 22 hold qualifications at level 2 and above, including two who hold level 6 and one who holds level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Clare Walton

Lisa Gadsby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic on the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of 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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