

# Inspection of Busy Bees Day Nursery at Chorley Brooke Street

Brooke Street, Chorley, Lancashire PR7 3BS

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Inspection date: 8 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Leaders provide a calm and nurturing environment that promotes children's safety and well-being. They focus on helping children to identify and express their feelings and emotions. Children use new words, such as 'disgust' and 'frustrated' to explain how they might feel in different situations. Staff support children to understand the importance of turn taking and using good manners. Children are kind and friendly to each other. They share the resources, work together and behave very well.

Staff implement a curriculum that is ambitious for all children. Communication and language development are particularly well planned for. When learning about the human body, staff support older children to learn the meaning of new words, such as 'excrete'. They extend children's sentences by adding description words to provide more context. For example, when younger children say 'sun', staff add 'yellow and hot' to further describe the sun. This helps to broaden children's vocabulary. For children who speak English as an additional language, staff use recording devices to help them hear words in their home language. Children are happy and confident communicators. They are well prepared for future learning.

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

- Leaders have a secure knowledge of the different things they want children to learn while at the nursery. They plan a well-sequenced curriculum that helps children to build succinctly on the skills they acquire in each room. Staff understand the curriculum and implement the intentions very well. They plan appropriate next steps in learning which helps children to make good developmental progress.
- Systems for identifying and supporting children with special educational needs and/or disabilities are well embedded. Staff use ongoing assessments and their knowledge of child development to identify gaps in learning. They work closely with the special educational needs and disability coordinator to plan targeted intervention for children who need it. Additional funding, such as early years pupil premium, is used effectively for one-to-one support and specific resources. This helps to narrow the gaps between different groups of children.
- Literacy development is promoted well. Babies explore animal books and learn to make sounds that match the pictures. Staff extend this further by singing familiar animal songs and offering props to promote interaction. Older children make choices about the books they want to read and confidently recall past stories they have enjoyed. Children are improving their literacy skills and developing a love of books.
- Children demonstrate a positive attitude to learning and to nursery life. They are eager to follow the rules and boundaries and know what is expected of them. When staff alert children to a transition in the daily routine, such as lunchtime,

they instinctively work together and begin to tidy the room. Children are keen to please staff and thrive on the wealth of positive praise they receive. They are motivated and enthusiastic learners.

- Leaders implement a curriculum that helps children to learn about people who are different from themselves. They have introduced a 'fund of knowledge calendar' which outlines celebrations, festivals and significant events specifically linked to children that attend. This enables children to learn about their friends' lives and experiences at home, which helps to prepare them for life in modern Britain.
- Staff support children to learn about the different things that constitute a healthy lifestyle. They implement robust hygiene procedures, such as handwashing and nose wiping. Staff provide information and resources to promote oral health, as this is a concern in the wider community. They encourage children to drink lots of water and provide indoor exercise opportunities when it is too hot to go outdoors. This promotes children's overall good health and well-being.
- Partnerships with parents are strong. Staff provide information about children's development that helps parents to extend learning at home. Leaders offer a 'safe space' room for parents to seek advice and support if necessary. They provide a nursery swap shop where parents can exchange clothes, shoes and toys. This collaborative approach helps parents to engage more purposefully in children's nursery experience.
- Leaders have some procedures in place for monitoring staff development. They provide staff with some feedback on their practice and signpost them to professional development resources, such as training and literature. However, this is not always targeted precisely enough to support staffs' individual skills and knowledge. Consequently, there are some inconsistencies in the quality of education across the staff team.

## 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:**

- strengthen the procedures for staff supervision, coaching and mentoring to provide more consistency in the quality of education.

## Setting details

<b>Unique reference number</b>	310276
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10352859
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	209
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01257 265 500
<b>Date of previous inspection</b>	22 February 2019

## Information about this early years setting

Busy Bees Day Nursery at Chorley Brooke Street registered in 2016 and is situated in Chorley. It is managed by Busy Bees Nurseries Limited. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate qualifications at level 2 and above. The nursery opens Monday to Friday from 7.30am until 6pm, all year round, with the exception of public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Kayte Farrell  
Dee White

## 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 with the provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspectors on a learning walk and talked about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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