

Inspection of Busy Bees Day Nursery at High Wycombe

Abbey Way, High Wycombe, Buckinghamshire HP11 1AN

Inspection date: 20 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. They are keen and curious to explore the exciting experiences staff provide. Children separate from their parents with ease as staff welcome and motivate them to get excited about the day ahead. They form secure attachments with dedicated staff, who know them well. Staff meet each child's individual needs and nurture their unique interests and personalities. Children behave well. They develop good social skills as they engage in opportunities to work together. For instance, children listen carefully to instructions as they learn to make dough. They wait patiently for their turn to pour the ingredients. Children are considerate of their friends, taking turns and thanking each other for passing resources. They talk to one another and share their thoughts and ideas.

Babies form close bonds with the staff who care for them. They smile and laugh as staff join in singing familiar nursery rhymes. Babies excitedly pick up toy farm animals as they recognise the words in the song. Babies make links and demonstrate their understanding of the new words they hear. Children, including those with special educational needs and/or disabilities, make good progress. They develop the skills and knowledge they need to prepare them for their next stage in learning.

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

- The new manager has a clear vision for providing high-quality care and education. She places a strong focus on supporting staff to develop their skills and knowledge. The manager is committed to ensuring staff well-being is prioritised and recognises the impact this will have on providing the best outcomes for children.
- Staff support children's growing independence and ability to make decisions for themselves. For instance, they give babies time to choose how many pieces of banana to add to their bowls for snack. Babies have a go at wiping their own faces and hands after eating. Older children carry out small tasks, such as cleaning the tables in preparation for lunch. They fill up spray bottles for themselves and carefully wipe the surfaces. Children develop a sense of responsibility and confidence in their capabilities.
- Children relish the opportunities to listen to staff read. For instance, toddlers share book after book with staff as they pretend they are reading a bedtime story to their toy babies. They learn new vocabulary, such as 'claw' and 'paw', as they listen to a story about a tiger. Staff support children to understand the meaning of the new words they hear.
- Staff promote children's physical skills well. For instance, children develop their core strength and balance as they carefully cross wooden planks. Babies explore

their environment with confidence. They develop their mobility as they crawl up slopes and move up and down steps on climbing equipment.

- Staff are attentive to the needs of babies. For example, they sensitively carry out care routines and join in as babies play with sensory materials. They show them how things work and name new objects. However, on occasions some staff do not increase these interactions by talking about what they are doing and providing further opportunities to extend babies' early communication and language skills.
- Staff teach children about the traditions and different customs of each other's families. For instance, children learn about Shrove Tuesday. They talk about the different times they have eaten pancakes before and enjoy finding out about the similarities and differences of each other's experiences.
- Staff in the pre-school room provide children with a range of experiences that support them to be prepared for school. Children focus and concentrate on the activities on offer. However, staff do not consistently organise times when children move between activities or daily routines as effectively as possible. During these transitions, some children become distracted and take time to engage in the routine.
- Parents comment on how happy they are with the care staff give to children. They feel supported to understand the progress their children make. They value the information staff share about what children are learning. Parents have access to a wide range of resources to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the risks to children's safety. They understand the importance of being alert to any changes that might indicate a child is at risk of harm. Staff understand the procedures they must follow to record and report any concerns. They are aware of the company's whistle-blowing policy and what they must do if they were worried about the conduct of adults working with children. Leaders ensure detailed records are kept of any accidents or incidents that occur and that these are shared with parents. Staff are diligent in checking the identity of any visitors to the nursery.

What does the setting need to do to improve?

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

- increase support for staff to enhance their interactions with babies to support their early communication and language skills
- sharpen the organisation of routines in the pre-school room, so that children can quickly engage in the good learning experiences staff provide.

Setting details

Unique reference number	EY257924
Local authority	Buckinghamshire
Inspection number	10276164
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	99
Number of children on roll	81
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01494 464020
Date of previous inspection	4 July 2017

Information about this early years setting

Busy Bees Day Nursery at High Wycombe registered in 1994. The nursery employs 20 staff. Of these, 12 staff hold early years qualifications at level 3. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round. It receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector sampled a range of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023