

Inspection of Busy Bees Day Nursery at Braintree Great Notley

Notley Green, Great Notley, Braintree, Essex CM77 7US

Inspection date:

16 April 2024

Overall effectiveness

Outstanding

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

The extremely skilled staff are passionate about creating a nurturing, child-centred environment where all children are supported to flourish. Children are highly motivated and enthusiastic learners. They spend long periods of time engaged in activities, for example, a science experiment, story or potion making activity. Children demonstrate high levels of engagement in the activities that are provided for them and use resources and tools on offer to extend their own learning. The language-rich environment that is created by the staff supports all children to acquire and use language, and they are excellent communicators. Children are confident to express their own ideas, needs and interests, and these are listened to and responded to by the staff.

Children are highly respectful and kind to each other. Staff teach them how to manage their emotions and work together to resolve any conflict that may arise. The children follow the staff's lead to work together, share resources and solve problems to complete tasks. Children demonstrate enjoyment in interacting with the staff. Younger children squeal in delight when popping bubbles in the water tray while older children listen and respond to questions they are asked. They enjoy talking about what they have learned previously, such as reciting a spell from one of their favourite books.

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

- The curriculum intent of the nursery is extremely clear and has been carefully planned, in order to support children to achieve set goals at each stage of their development. This helps the children to build on what they know and supports them to reach the next goal. Staff's high-quality teaching at each stage of a child's development supports them to gain the knowledge and skills that are needed to make exceptional progress in their learning.
- Children with special educational needs and/or disabilities (SEND) are expertly supported to enable them to be fully integrated in the nursery, and they make excellent progress. Staff work in partnership with parents and other professionals to provide children with the targeted, specialised support they need.
- Parents speak extremely highly of the nursery. They say they would recommend the nursery to others and praise the staff team who go above and beyond to care for and educate their children. Parents also praise the effective communication, which helps them to feel part of their children's learning and development. The nursery uses parent surveys to gain the views of the parents. They use this information to reflect on their practice and make any improvements.
- A broad and enriching curriculum gives children a range of opportunities to learn

about the world around them. They communicate with children in a nursery in Italy, watch in awe as chicks hatch out of eggs and complete reading challenges for World Book Day. Children are taught about the importance of being healthy and looking after their bodies, and they enjoy taking part in teeth-brushing challenges at home.

- An effective, open-door policy, which has been created by the manager, means that both parents and staff feel they are welcome to discuss any concerns or queries they may have. Staff feel valued and well supported by the management team, which helps them to flourish in their roles.
- Children's voices are truly valued in the nursery. They have lots of opportunities to express themselves and make choices, which results in them being confident communicators. Children are empowered to make individual choices. For example, younger children select from a choice of two books to read, while older children hold meetings to discuss what activities they would like to see in the nursery.
- Staff have an excellent knowledge of their key children. They are able to identify and talk about the children's strengths and any areas of concern. Staff talk at length about how they are supporting them to make excellent progress. They plan and implement fun, stimulating and beneficial activities for the children to support them to make excellent progress in all areas of their development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	203710
Local authority	Essex
Inspection number	10335640
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	104
Number of children on roll	164
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01376 552700
Date of previous inspection	22 June 2018

Information about this early years setting

Busy Bees Day Nursery at Braintree Great Notley registered in 1997. It is based in Notley Green, Essex and is part of a national chain of nurseries owned by Busy Bees Limited. The nursery employs 39 members of childcare staff. Of whom, 30 hold appropriate early years qualifications, ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jessica Whiteley

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 took the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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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