

Inspection of Busy Bees Day Nursery at Preston Ashton House

Ashton Park, Pedders Lane, Ashton-on-Ribble, Preston PR2 1HL

Inspection date:

8 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders know what they want children to learn and plan a well-sequenced curriculum. However, in practice, the weaknesses in the implementation of the curriculum mean that there are times when activities do not inspire children to learn, and the aims of the curriculum fall short of expectations. Although staff plan a range of learning experiences for children, they do not think well enough about what it is that they want children to learn. Some learning experiences lack a specific purpose and do not consistently build on what children can already do and know. These weaknesses do not support all children to make good progress. Despite this, children enjoy sensory experiences, such as water play and play dough. They have fun as they fill and empty containers or pull, stretch and mould the dough. Some staff talk to the children about sizes, shapes and numbers as they play.

Children are happy and enjoy attending this welcoming nursery. They have positive bonds with staff and each other and show they feel safe and secure. Staff working with babies are particularly nurturing, which promotes children's well-being. Staff recognise when children are becoming tired and take them to the sleep area for a nap. Additionally, staff manage minor disputes between children appropriately. Children learn to take turns and are kind to their friends. They develop a sense of belonging and their behaviour is good.

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

- Children's physical development is supported well. Young children are supported to use age-appropriate cutlery as they develop their small muscles and hand-eye coordination. In addition, exercise is an important part of the daily routine. Older children develop their large muscles as they engage in a range of ball games in the garden. Children develop the physical skills that support their overall development and readiness for school.
- Staff make timely referrals and form positive relationships with other professionals to support children with special educational needs and/or disabilities. Staff incorporate other agencies' recommendations and advice into their plans to help children who require extra support make progress in relation to their starting points.
- Parent partnerships are good. Parents are happy with the care their children receive. They feel that communication is effective and staff are very supportive. Parents explain that staff share photos and daily discussions to keep them up to date with their children's development.
- In the main, children are supported well to develop their communication and language skills. Staff promote a love of books and stories for children from the youngest age. They identify core books and rhymes and repeat these frequently.

Children become familiar with and enjoy these stories and rhymes. Furthermore, older children are introduced to new words, such as 'elevate', as staff narrate their play. However, at times, such as during free play, interactions between staff and children are limited. Due to this, some children do not benefit from enough meaningful interactions with staff to extend their learning.

- Leaders have not addressed a previous recommendation raised at their last inspection. Leaders have some systems in place to support staff supervision, for example room leaders carry out observations and supervisions with their key staff in the room. However, leaders do not have effective oversight to ensure supervisions are robust enough. They have not ensured staff understand the purpose of supervisions. In addition, they do not support staff in raising their overall effectiveness in supporting children's learning and development.
- Leaders ensure that staff complete mandatory training, including paediatric first-aid and safeguarding. Staff also complete training around the nursery's curriculum. However, staff are sometimes unsure of what training they have completed. For example, staff working in the baby room have completed specific baby training but are not aware of what they have learned from this to support their roles and responsibilities. Consequently, there are gaps in staff's knowledge and understanding of how children learn.
- There is a key-person system in place. In the main, key persons know their children well and can discuss their interests and next steps. However, recent changes to the key-person system mean that some staff do not yet have a deep knowledge of their key children's individual learning needs and next steps. In addition, some parents have not been informed of the change of key person. Consequently, the support for some children, including those who are most disadvantaged and in receipt of additional funding, are not fully supported to make good progress.
- Leaders and staff obtain parents' permission to administer prescribed medications. In addition, risk assessments that are individualised to children's specific needs are in place. However, leaders and staff do not consistently obtain permission for non-prescribed creams and moisturisers and do not consistently record the application or administration of non-prescribed creams or moisturisers they apply to children. Leaders took swift action to rectify this during the inspection and there was no significant impact to children's safety and well-being.
- The daily routine is in place to support staff and children to know what is coming next. Staff support children to transition into the setting with cuddles to help them settle. However, some parts of the routine are not organised effectively to sustain children's attention. For example, the organisation of mealtimes for children is less well considered. Babies become upset and older children become impatient while waiting for lunch to arrive. Consequently, waiting for long periods causes disruption to their routine, and children become disengaged.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement more robust systems to ensure that appropriate arrangements are in place for the supervision of staff, with particular focus on their understanding of the curriculum and continuous professional development	30/05/2025
ensure staff implement the curriculum effectively, building on what children know and can do to support children to become fully engaged in meaningful learning experiences that meet their individual needs.	30/05/2025

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

- strengthen the key-person system so that all staff are aware of children's individual needs and parents are kept up to date about their current key person
- consider the organisation of transitions, in particular during mealtimes, so that waiting times are minimised and better support children's engagement.

Setting details

Unique reference number	309355
Local authority	Lancashire
Inspection number	10394185
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	161
Number of children on roll	90
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01772 726696
Date of previous inspection	15 June 2021

Information about this early years setting

Busy Bees Day Nursery at Preston Ashton House registered in 1994 and is situated in Preston, Lancashire. The nursery employs 23 members of childcare staff. Of these, 11 hold relevant childcare qualifications at level 3 and six hold relevant childcare qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides government funded early education.

Information about this inspection

Inspectors

Kelly Little
Danielle Kelly

Inspection activities

- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided indoors and assessed the impact this was having on children's learning.
- The inspectors observed the interactions between staff and the children.
- The inspectors and the manager carried out joint observations of a group activity.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.

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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