

Inspection of Busy Bees at Stokenchurch

Lower Church Street, Stokenchurch, HIGH WYCOMBE, Buckinghamshire HP14 3TG

Inspection date: 5 February 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and staff provide a warm and inviting nursery. On arrival at the setting, all children, including those with special educational needs and/or disabilities (SEND), demonstrate they feel safe and secure, and confidently transition into activities alongside their peers. For instance, babies show high levels of curiosity. They investigate different sounds as they shake and explore sensory objects. Older children negotiate different roles and take on diverse characters as they engage in pretend play. Staff consistently praise children for sharing resources and listening to others. This persistent feedback supports children in meeting behavioural expectations at a level of their understanding.

Leaders plan a well-structured curriculum that helps children develop a range of skills and experiences over time. For example, staff carefully choose weekly focus words, books and songs to help embed new knowledge and build on children's learning. Children delight in singing songs and learn new words in context, such as 'faster' and 'slower'. Staff seize every opportunity to teach children new concepts and descriptive language that will support their future learning.

There are very robust arrangements to support children's good health. Staff teach children to develop good personal care habits, including blowing their noses and regular handwashing. Children enjoy daily fresh air. They whizz down slopes on ride-on toys and practise new skills using resources, such as balls and hoops, in diverse ways.

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

- Since the last inspection, leaders have made significant improvements to enhance the provision in the nursery. Staff have regular supervision meetings, and tailored training and support, to help continuously improve their skills and knowledge. This benefits the children in their care. For example, support in organising routines has had a positive impact on how staff manage children's mealtimes. Throughout the nursery, children eagerly enjoy their nutritious, well-balanced meals and snacks alongside their friends and staff.
- Leaders and staff offer strong support to children with SEND. They collaborate with parents and other professionals, and create support plans to help bridge any gaps in children's learning. Furthermore, they use additional funding highly effectively to meet each child's specific individual needs. All children develop the skills they need in preparation for the next stage in their education.
- Staff regularly observe children and accurately assess where they are in their development. For example, staff recognise the importance of babies spending time playing on their tummies and plan activities to encourage this. However, not all staff, particularly those working with older babies, target planning precisely

enough to make sure that there is a consistent focus on what they want children to learn. For example, at times, staff do not organise adult-led learning experiences well enough to ensure young children are inspired to have a go and practise their intended new skills. Therefore, they quickly lose interest.

- There is a sharp focus on children's communication and language across the nursery. Staff narrate alongside children's play, use repetitive language and introduce new vocabulary as children play. They support children who speak English as an additional language well, such as through visual aids and the use of key words. All children show a love of books and enjoy listening to stories.
- Staff support children's understanding of mathematical concepts well. For instance, as children build diverse structures, staff encourage them to problem-solve and to think about differences in shape and size. With support from staff, children deepen their skills as they group objects and match them to written numbers.
- Children learn how to manage risks in their play. For instance, as older children construct and build, staff provide sensitive guidance to encourage them to problem-solve, make predictions and experiment with their ideas. Children are kind to each other and play well with their peers. They show a positive attitude to learning and enjoy their time at the nursery.
- Strong partnerships with parents are a key aspect of the nursery. From the very beginning, staff work closely with families, gathering detailed information about children's routines and abilities at home. This helps shape initial assessments and helps to ensure continuity in children's care and learning. Staff consistently share updates with parents and provide guidance, such as the benefits of reading with their children. To further support this, they offer resources, such as a lending library. Parents say that their children are happy, content and make great progress.

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:

- support staff, particularly those working with babies, to plan adult-led activities even more precisely to ensure they consistently focus on the intended learning.

Setting details

Unique reference number	EY292355
Local authority	Buckinghamshire
Inspection number	10339032
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	58
Number of children on roll	73
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01494 484 737
Date of previous inspection	5 March 2024

Information about this early years setting

Busy Bees at Stokenchurch registered in 2004. The nursery is open all day, Monday to Friday, throughout the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 19 members of staff. The manager holds qualified teacher status, and 13 other members of staff hold childcare qualifications at level 3 or level 2.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The manager showed the inspector all areas of the nursery and discussed the intent behind the early years curriculum.
- The inspector observed the interactions of staff and children during a range of activities, indoors and outdoors.
- The manager and inspector carried out joint observations of activities and discussed the impact these had on children's learning.
- The views of staff, children and parents were sought and considered as part of the inspection.
- A selection of relevant documentation was viewed.

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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