

Inspection of Busy Bees Day Nursery at Reading International

Reading International Business Park, (Behind the Verizon building), Basingstoke
Road, Reading, Berkshire RG2 6DA

Inspection date: 18 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children all feel happy and safe while they play with each other and confidently explore their environment. Babies enjoy playing with a wide range of toys which stimulate their senses, such as bells and shiny mirrors. They receive lots of affection and show good levels of emotional well-being. Staff know children's routines well and offer small challenges to help move their physical development forward. For example, babies crawl over small mounds in the garden and play with balls. Toddlers enjoy singing Christmas songs and get plenty of exercise during their creative musical sessions. Staff share in their excitement during a special visit from Father Christmas, helping them take photos to share with their family members so they can recall the experience.

The pre-school children hide in a 'cave' and discuss which animals live in caves. This supports them effectively to develop an understanding of the natural world and use their imaginations as they play. Staff encourage children to develop their early literacy skills while they draw bears in the imaginary cave and recall a favourite book together about hunting for bears. Staff have high expectations for each child, offering challenges which encourage them to develop a good range of skills for future learning.

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

- The company has recently implemented an online resource to help staff develop their teaching knowledge and plan for children's learning and development. Staff use this to access lots of creative ideas which link to the areas they want children to develop. For example, babies use the music provided to develop their creativity and movement. Older children enjoy a new activity selecting healthy food options, which helps them learn what contributes to a healthy lifestyle.
- Staff liaise with professionals to support children with special educational needs. They identify where children are not making typical progress and implement programmes to help them develop their speaking skills. Staff make sure all activities are inclusive and children play cooperatively alongside each other.
- Staff interact well with the youngest children and offer a narrative as they play. However, at times the youngest children would benefit from more modelling of simple words, to develop their language skills even further. Toddlers enjoy communicating with staff, but further open-ended questions would support them to voice their thoughts and opinions to the highest levels.
- Children have lots of opportunities to develop their physical skills and coordination. For example, older children run and play red light, green light. This game helps to get their heart beating faster and they learn how to follow commands such as running, walking and stopping. All children have lots of time in the garden areas which are separated into four sections to offer age-

appropriate equipment and environments.

- Toddlers are encouraged to develop good hygiene skills, such as blowing their own noses and washing their hands. However, at times staff complete tasks for some younger children which they could do for themselves. This does not give them the best opportunities to develop their independence to the highest levels. In the pre-school room, children are encouraged to do a wider range of tasks for themselves. For example, they select their own plates and cutlery, dress for outdoor play and see to their personal hygiene needs independently.
- Staff are regularly seen to incorporate the language of mathematics into children's play for all ages. For example, they encourage counting of bricks in towers and ask children who has the tallest. Babies stack pots while staff count to three. Children learn to recognise numerals when using the setting's play padlocks and identify the correct keys. All children are engaged in their play and behave well at the setting.
- Parents value the time the new manager offers them to discuss their children's development. They have regular meetings with their child's key person to discuss progress and their children's transition to new rooms and schools. The new manager has developed more opportunities for families to come to the nursery and share in their children's learning, such as fun days and coffee mornings.

Safeguarding

The arrangements for safeguarding are effective.

Staff from all rooms at the nursery are confident explaining who they would report concerns to, if they were worried about a child's well-being. They explain the company has a special helpline called 'speak up' where they can go to report any issues confidentially. All room leaders undertake extra training to qualify them as designated safeguarding leads. Staff clearly explain a wide range of indicators that could suggest a child is at risk of harm. Managers regularly quiz staff members to ensure they keep their safeguarding knowledge refreshed. Staff are vigilant to complete existing injuries forms when children arrive at the setting, helping to monitor where any injuries have occurred.

What does the setting need to do to improve?

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

- enhance staff's modelling of language and questioning techniques, to further extend children's thinking and communication skills
- maximise opportunities for younger children to develop a wide range of independence skills throughout their activities and daily routines.

Setting details

Unique reference number	EY476489
Local authority	Reading
Inspection number	10065550
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	105
Number of children on roll	91
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0118 914 5560
Date of previous inspection	13 June 2016

Information about this early years setting

Busy Bees Day Nursery at Reading International opened in 2014. It is situated in Reading, Berkshire. The nursery operates five days a week from 7.30am to 6pm, all year round. It is in receipt of funding for the provision of free early education for children age two, three and four years. There are 30 staff who work with the children, 12 of whom hold relevant qualifications at level 3, five at level 2 and one at level 6.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The inspector observed staff's teaching and the impact this has on children's learning both indoors and outdoors.
- Parents spoke to the inspector to share their views on the setting.
- The inspector assessed staff's understanding of how to keep children safe.
- The manager and the inspector evaluated a planned activity together.
- The inspector sampled relevant documentation, including accident and existing injuries records, suitability checks and staff's qualifications.

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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