

# Inspection of Busy Bears Day Nursery

2a Manor House Lane, Preston, Lancashire PR1 6HL

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Inspection date: 9 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

The caring staff are responsive to children's needs. Staff source toys that they know children enjoy, to help them to settle on arrival. Staff take time to talk to children with special educational needs and/or disabilities (SEND), to clearly explain what is happening now and next. This helps to prepare them well for any changes to their routine. Children are happy and safe in this home-from-home nursery. They are sociable, confident and independent individuals.

Staff promote children's learning and development well. They help babies to learn how to use their senses to explore materials, such as different-textured cereals. Babies babble, smile and move their whole bodies in response to the sounds that they hear. Young children show how they have developed their confidence and physical skills as they successfully move across various surfaces, such as a bridge. They get excited when staff link phrases from well-known stories, such as 'The Three Billy Goats Gruff', to the activity. Older children work together as a team to complete more complex tasks. They quickly work out how to transfer water from one tray to another, using a pipe. Children who speak English as an additional language enjoy listening to stories and songs in their home languages.

Children demonstrate a good awareness of how to keep themselves safe. For example, children instantly select a hard hat and put this on before they start to build a 'tree house' in the construction area outdoors. Children are kind and considerate to others. When tasting strawberries, children know to take one piece at a time, so that everyone receives an equal share.

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

- Leaders value their staff team. They provide regular support to staff, to help to enhance their good practice. Leaders have significantly reduced the amount of paperwork that staff complete, to enable them to spend more quality time with the children. This is helping staff to develop a greater understanding of children's individual needs and interests and contributes to the well-matched learning experiences that they provide.
- The knowledgeable staff are proactive in sourcing early help for children with SEND. They liaise closely with parents and other professionals and thread advice into targeted learning plans. This helps to close any gaps in children's learning. Children enjoy their one-to-one sessions in the appealing and calm sensory room. They develop the ability to concentrate for longer periods, such as when watching fish swim up and down in a bubble lamp.
- Leaders understand the local context of the nursery and the children and families who attend. They take children to visit places of interest, such as the beach, fire station and local parks. This helps to enrich children's life experiences

and builds on their knowledge of people and communities beyond their own.

- Partnerships with parents are good. Staff exchange information with parents on a daily basis to keep them informed of their children's learning and progress. They provide enjoyable learning ideas, such as minibeast hunts, to help parents to build on their children's skills at home. Parents report that the nursery has a very friendly and welcoming feel.
- Overall, staff promote children's communication and language skills well. For example, during stories, staff draw children's attention to new words, such as 'starve' and 'delicious'. They ask children to think about what these words mean and, after a short while, some children offer accurate definitions. However, during various sensory experiences, staff do not give children time to think and respond to the questions that they ask before they step in and give them the answers. This does not support children to build on their communication and language skills.
- Relationships between staff and children are positive and respectful. Staff speak to children in a gentle and friendly manner. They encourage children to use their 'kind hands' and 'kind words' during play, to help them to adopt a 'kind heart'. Staff make good use of any funding. They pair less-confident children with a 'buddy' during play. This helps them to socialise more freely with others.
- The well-qualified staff complete a wide range of training to promote children's safety and welfare. Leaders have introduced a new training programme that aims to support staff to extend their good knowledge and understanding of the curriculum. However, this is in the very early stages and requires further embedding, to enhance staff's good teaching skills to the very highest levels.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the nursery. They recruit staff safely and ensure that all staff have a good understanding of their roles and responsibilities. Staff have access to a wide range of safeguarding information within the nursery. They complete regular safeguarding training and work through a range of useful scenarios. This helps to ensure that they have a good knowledge of the procedures to follow to protect children's welfare. Staff take steps to keep children safe. They implement effective safety routines, to help babies and younger children to negotiate stairs safely. Staff share information with parents to help keep children safe at home, such as the dangers associated with using the internet, and they encourage parents to use child-friendly sites.

## What does the setting need to do to improve?

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

- support staff to offer consistent opportunities for children to process their

thoughts and respond when they are ready, to build further on their good communication and language skills

- continue to focus professional development opportunities on enhancing staff's knowledge and understanding of the early years curriculum, to help to extend their good teaching skills.

## Setting details

<b>Unique reference number</b>	309377
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10201146
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	50
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Netstar 9 Ltd
<b>Registered person unique reference number</b>	RP521535
<b>Telephone number</b>	01772 795286
<b>Date of previous inspection</b>	21 November 2016

## Information about this early years setting

Busy Bears Day Nursery registered in 2001 and operates from a two-storey farmhouse in Preston. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate qualification at level 6, one holds an appropriate qualification at level 5, five hold appropriate qualifications at level 3 and one holds an appropriate qualification at level 2. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Charlotte Bowe

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- This inspection was carried out following the risk assessment process.
- The area manager and the manager led the inspector on a learning walk to show how the nursery is organised and to share information about what they intend for children to learn.
- The inspector held discussions with the provider, staff and children at appropriate times during the inspection. She held a meeting with the area manager and the manager.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector spoke to a number of parents and took account of their views.
- A sample of documents was viewed by the inspector, including evidence of staff suitability, a record of staff's qualifications and training, policies and procedures and health and safety documents.

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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