

# Busikids Limited

Inspection report for early years provision

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<b>Unique Reference Number</b>	110339
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Alison Large
<b>Setting Address</b>	Upper Northam Drive, Hedge End, Southampton, Hampshire, SO30 4BG
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<b>Registered person</b>	Busikids Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Busikids Nursery is a limited company. It opened in 1997 and operates from a converted house in the Hedge End area of Southampton. A maximum of 47 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 78 children from three months to under five years on roll. Of these, 26 receive funding for early education. Children are able to attend for a variety of sessions. The nursery supports a number of children with learning difficulties and/or disabilities and is also able to support children who speak English as an additional language.

The nursery employs 19 members of staff. Of these 13 hold early years qualifications and three are working towards a qualification. The nursery is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is assured in the clean and well maintained environment. They are well protected, by staff who follow effective procedures and practices, such as regular cleaning of surfaces and changing mats and ensure that all areas of the nursery are clean. Babies' emotional well-being is nurtured by staff who manage their individual feeding and sleeping routines well. Older children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. Good use of documentation ensures that staff are recording accidents and the administration of medicines.

Children develop a good understanding of healthy eating, as snacks always include fruit. All babies and children are offered nutritious meals each day, including a two course cooked meal at lunchtime, which increases their understanding of the importance of eating a healthy balanced diet. Main meals are freshly cooked on the premises each day and are provided in a pureed or mashed form for the babies and toddlers. Staff are effective in supporting younger children to develop their independence, for example, by helping them learn to feed themselves.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the garden, when they can access a range of equipment which enables them to practice skills, such as climbing and peddling. Babies are regularly taken outside where they enjoy the fresh air and change of scenery. Children have use of soft play equipment to crawl and climb on indoors. Children confidently use a good range of small equipment to increase their manipulative skills, such as scissors and pencils and are gaining in control and co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a safe and secure, child centred environment. Effective use of the available space both inside and out enables children to move freely, but safely, accessing well maintained toys and play materials. Babies and toddlers are monitored while they sleep and records of their routines are shared with parents. Children are effectively involved in protecting themselves from harm, they are encouraged to take responsibility for their own safety when using the garden and are spoken to about keeping safe before they go out to play. The emergency evacuation procedure, is practised regularly, ensuring all children are familiar with what to do should an emergency situation arise.

Children are well protected by staff who have a clear understanding of child protection procedures and their roles and responsibilities, ensuring the welfare of the children is fully safeguarded. A policy is shared with all new staff during their induction process and parents can access information about the child protection policy from the parent handbook provided.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Babies and toddlers benefit from the provision of a good range of resources and activities, they build strong relationships with the staff and thrive in the range of activities and experiences offered to them. Resources are stored in child friendly containers, which children can access themselves, and the range of activities is well planned using the Birth to three framework for

younger children. Staff are attentive and responsive to the younger children, talking to them and encouraging them to use their voices. They provide a stimulating learning environment, in which babies and young children initiate much of their own learning, helping them develop good levels of independence and competence in these early stages of their learning.

## **Nursery Education**

The quality of teaching and learning is good. Children enjoy their time at the nursery and make good strides in their development because the staff have an understanding of how children learn effectively. Staff working with the funded children have a good knowledge of the Foundation Stage and the early learning goals. Children flourish because they feel valued and are able to reach the achievable targets, building their self-esteem and creating confident learners. Staff get to know the children well and act as good role models and try to provide a calm learning environment. This ensures every child is able to reach their full potential through purposeful activities and strong support from all staff. Children are making steady progress towards the early learning goals in all areas.

Children's social skills are developing well, they are keen and eager to join in the activities, asking questions and showing curiosity. Many children chatter while they play and enjoy talking with staff members and each other. They are beginning to recognise the sounds and shapes of letters and can talk about the letters in their names. Children are gaining confidence in using one handed tools such as paintbrushes and pencils, as they develop their writing skills during their play. Children count confidently up to and above 10 throughout the day, and are beginning to develop an understanding of addition and subtraction as they talk about the number of plates needed for the children sitting down for lunch at their table. Children use mathematical language with confidence, talking about shape, size and quantity during their play and can initiate their own learning in this area as they can easily access resources such as the water play or mathematical games.

Children have a good sense of time and place, as they recall past events and activities. They use their imaginations well during role-play and art and craft activities. Children settle in and gain a sense of time as they learn the routines of the nursery. They use their imaginations when they access the role play corner or draw their own pictures and they are given opportunities to initiate their own creative or imaginative play with a choice of activities and resources. Staff get to know each child and their level of understanding extremely well. Children flourish because they feel valued and are able to reach the achievable targets, building their self-esteem and creating confident learners.

Assessment is good and children's achievements are well recorded and staff ensure children are continually making progress. However, staff have not developed the planning and evaluation of the sessions, ensuring sufficient challenges are provided for all children.

## **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Babies and toddlers are cared for by attentive staff who are responsive and meet their needs well, they settle in quickly and are developing their self-assurance. Staff complete daily record pads with information about each child's particular sleeping and feeding routine, which they then share with the parents. All children are very involved in the routines of the nursery, they talk about the rules and help to tidy away. Children's individual personalities are valued by staff, who praise good

behaviour and achievements such as crawling, walking or helping prepare the tables for meals. As a consequence, children respond well and behaviour is generally good. Staff are able to support children with learning or behavioural difficulties and work alongside the parents.

Children are gaining in self-confidence and form good relationships with staff and each other. Most concentrate well, they are interested in what they are doing, are learning to share and take turns and staff provide good support for those children who find this difficult. They are keen to learn and to develop new skills. Parents of babies or toddlers receive information about their child's sleeping and feeding routine every day. Parents state that staff are very approachable and that they gain a good insight into their child's day during verbal feedback when they collect their children. Policies and procedures are available for parents to see and include a complaints procedure and record.

The partnership with parents is good and this has an important influence on children's wellbeing. Parents receive good quality information about the setting and the routines and menus are displayed in all rooms within the day nursery. The room leaders and staff pay high priority to establishing and securing the links between home and nursery. Parents have access to their children's progress records and are able to make contributions about their child's learning. This helps to ensure all children make good progress and allows parents to play a full part in their child's learning, helping to build strong links with home.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are fully included and happy in the well organised nursery environment. They are cared for in bright and welcoming premises where staff are appropriately checked and well qualified. Staff work directly with the children, providing good support where required. They are particularly good at providing the appropriate support and encouragement to enable the new children to settle and become familiar with the nursery routines. They work effectively as a team, are well deployed, have clear roles and responsibilities, and ensure that children's individual needs are well met.

Good records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff get to know the children well, through the use of information obtained on the children's registration forms and through daily communication with parents. Staff complete daily registers for children, staff and visitors, however, not all room registers are kept accurately. A comprehensive range of policies and procedures, are shared with both staff and parents, but some are out of date and hold information no longer valid, which means parents are not receiving relevant information when reading the policies.

The leadership and management of the setting is good. Clear aims and objectives have been set for the day nursery and there is a clear management structure in place. The manager is responsible for the day to day running of the nursery and both she and the owners support the whole staff team. Roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the nursery. The setting assesses its own strengths and weaknesses through monitoring, evaluating and reviewing practice as a whole. The staff team work well together, providing a happy environment for the children. The Giraffes room leader is responsible for monitoring and evaluating the curriculum and delivery of the nursery education and is supported by the manager. Children benefit from the knowledge and experience of the

staff, who are committed to ensuring the quality of care and education is continually improved for all the children.

### **Improvements since the last inspection**

At the last care inspection the nursery were asked to review health and hygiene procedures and records for babies sleeping routines; and to review the deployment of staff in the under two year old groups during busy times in the daily routine. Since the last inspection the nursery have met the recommendations given ensuring the welfare of the children is promoted.

At the last nursery education inspection the nursery were asked to increase the staff's knowledge and understanding of the Foundation Stage curriculum and how young children learn to promote children's learning in all areas; to ensure that the planning system is based on assessments of children's learning and includes clear learning outcomes, to enable the children to be correctly challenged in their learning opportunities, particularly in communication, language and literacy, maths and creative development; to re-organise the learning environment to provide children with a choice of activity and easy access to a selection of resources, tools and materials; and to develop a system to monitor and evaluate the quality of the funded nursery education ensuring that sufficient emphasis is given to all areas of learning.

Since the last inspection the staff working with the funded children have all attended Foundation Stage training to increase their knowledge, they have changed the planning system which has given more opportunities for children to develop in the six areas of learning. The learning environment has been rearranged to provide children with more choice and free access to activities, which has ensured the recommendations given have been met, meeting children's individual needs.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and update policies and procedures in line with current legislation and information

- ensure the recording of children's arrival and departure are kept accurately, with particular regard to the pre-school room

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and evaluation of the sessions, ensuring sufficient challenges are provided for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)