

Bizzy Tots Day Nursery

Inspection report for early years provision

Unique Reference Number	200522
Inspection date	22 October 2007
Inspector	Anne Felicity Taylor

Setting Address	Bizzy Tots Day Nursery, C of E School, Church Road, Long Itchington, Southam, Warwickshire, CV47 9PN
Telephone number	01926 817827
E-mail	www.bizzytots.co.uk
Registered person	Bizzy Tots Day Nursery
Type of inspection	Integrated
Type of care	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.

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?

Bizzy Tots Day Nursery opened in 2000. It operates from the former village school premises in the centre of Long Itchington, Warwickshire. A maximum of 88 children may attend the nursery at any one time. The nursery is open from 08:00 to 18:00 on weekdays for 51 weeks of the year. All the children share access to secure enclosed outdoor play areas. The nursery proprietor also operates a separate facility for babies of up to 20-months-old which works in tandem with Bizzy Tots to provide care from birth to school age.

There are currently 130 children aged from eighteen months to under five years on roll. Of these, 28 children receive funding for early education. Children come from local villages and rural areas and the nearby towns. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

Parents are able to access additional activities for their child including tuition in French, ballet, football and music and movement. A hairdresser visits the setting regularly.

There are 29 staff working at the main nursery. Of these 15 hold appropriate early years qualifications and several are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Healthy eating and good nutrition are given a high priority in the nursery and therefore children learn to enjoy a wide variety of food, supporting their physical development and general well-being. All food is prepared daily from fresh good quality ingredients. The kitchen recently received a Gold Award from Environmental Services meaning that food is stored, prepared and served safely. Older children can help themselves to water at any time and younger children are offered drinks regularly ensuring they are all well hydrated. Children enjoy selecting fruit as part of their snack and can choose between a drink of water, juice and milk. Meal times in the dining room are very happy social occasions and children enjoy their food immensely, for example, chicken curry with brown rice and naan bread, followed by ice cream. Second helpings are plentiful and children chat to friends and staff as they eat. Staff are committed to promoting healthy living as they discuss with the children foods which will help them to grow and make them strong. Excellent procedures are in place to ensure children's individual dietary needs are met.

Children generally gain an understanding of the importance of good personal hygiene routines with the consistent support and guidance of the staff. Older children wash their hands before lunch and after using the toilet, sometimes following gentle reminders by staff. However, routine hand washing procedures are not followed before snack compromising hygiene standards. Staff chat to toddlers as they have their nappies changed. The toddlers therefore learn effectively about keeping clean and comfortable. Potty training is completed with full consultation and the cooperation of parents. The health and safety policy outlines the procedures followed for the administration of medication and accident recording. Therefore parents are kept fully informed about any events in their child's day. Staff with current first aid training are always on site and fully-stocked first aid boxes are easily available. This means that children are cared for well if they have an accident or become ill.

Children are offered many valuable opportunities for energetic physical activities, both indoors and outdoors, that make an effective contribution to their health, well-being and physical development. All the children benefit from having daily access to the outside play areas. They use a variety of wheeled and push-along toys relishing the opportunity to 'follow the chalk road'. Staff use the outdoor area as an outside classroom whenever the weather permits, displaying their knowledge of how children learn effectively. Younger children persevere, concentrate and are delighted with their achievements as they climb and balance on fixed equipment. Older children are enthusiastic as they follow instructions for warming up before football practice, running with increased skills inside the cones. Music and movement sessions aid the children's coordination and balance and stimulates their imaginations. Finger and hand movements are developed well with a wide variety of creative activities including construction, play dough, painting and collage.

Younger children are offered sleep to meet their individual needs. They sleep with close supervision ensuring they are safe at all times. Individual clean bedding is available and sleep times are recorded for parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming and secure environment. Colourful and attractive displays of children's work, themes and projects are in all the areas of the building. Children and parents are welcomed individually into the setting with great warmth and friendship, therefore developing strong relationships which ensure that children settle down quickly. Each of the different group rooms create an appropriate environment for the age of the children cared for. They are organised to be exciting and interesting for the children, with a wide variety of activities and play set out for their arrival. Play rooms and the outdoor areas offer plenty of free play space.

Children generally use good quality equipment and play materials appropriate to their age and stage of development. However, a torn changing mat compromises hygiene and safety. There are bright and comfortable areas in each play room for looking at books and small group activities. Play equipment is safety checked as it is used and staff ensure it is clean, therefore children use suitable and safe play equipment. They learn to care for equipment well as they help to tidy-up.

Children develop an awareness of safety as they practise fire evacuation. They discuss safety rules and understand the need to walk carefully with muddy boots on. All fire and electrical equipment is checked routinely, ensuring it is safe. Children respond well to the boundaries set by staff, including safety for outdoor play and walks. Staff deployment is clear enabling staff to be vigilant about children's safety at all times. Safety is compromised when children have access to plastic bags used for storage. There are well-maintained risk assessments.

Children are protected from abuse or neglect. Staff attend training and appropriate policies and procedures are in place. There is designated member of staff taking responsibility for child protection and all staff are aware of the signs to look for and the procedure to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all parts of the nursery join in a very wide range of well planned activities. The displays in each group room, in halls and corridors demonstrates the exciting learning and care the children receive. Children benefit as their individual needs are considered ensuring they feel secure and confident with their key worker. There is warmth and affection between the children and staff which creates a happy environment. Parents have clear lines of communication with staff. They are comfortable to approach staff, telephone or ask for an appointment at any time. The Open Week for all parents gives them the opportunity to participate in their child's day, and the parents of pre-school children attend the Open Evening to discuss progress and achievements.

Children aged under three years are well supported by staff in to the nursery. Each group room is focused on meeting the social and learning needs of the children. Developing social skills is an emphasis in planning for younger children and they receive individual loving care and attention as they settle in to the daily routine. Children benefit from the knowledge staff have of them and the experienced staff team are familiar with the 'Birth to three matters' framework. Individual needs for eating, sleeping and potty training are discussed regularly with parents. Younger toddlers are becoming confident communicators laughing and giggling as they act and sing along with 'Head, Shoulders, Knees and Toes' with the active participation of staff.

They concentrate as they stick leaves onto pictures and use sponges to make ghost paintings. Staff adapt quickly when children want to extend the activity and are enthusiastic. Children develop friendships as they play alongside others, 'making tea' and 'taking baby for a walk'. Older toddlers enjoy outdoor play, increasing their skills on push-along toys and bicycles. They express their feelings through music as they create rhythms with egg shakers and use a variety of musical instruments. Effective routines encourage the children to be independent, for example, they wash their hands before walking to the dining room for lunch. The harvest and Autumn displays show the different creative activities completed by the children, for example, splash painting.

Nursery Education

The quality of teaching and learning is good and children are progressing very well through the stepping stones towards the early learning goals. Children benefit from the comprehensive understanding and knowledge staff have of the Foundation Stage. This is evident in the planning, which is clear and covers all the areas of learning. It is demonstrated further through the staff's understanding of what children are learning from play and activities. Target planning is used effectively to address individual learning needs. The routine is sometimes inflexible meaning that children's time to develop or finish a learning activity is limited.

Children are comfortable and happy in their surroundings, responding positively to the staff team. They are confident and settle down quickly to the activities and play prepared for their arrival. The children are keen to see what they will be doing and whether their friends have arrived. With the guidance of staff and sometimes completely independently children request specific equipment, organising themselves to take turns and share, for example, as they build a train track, helping and encouraging each other. Free access to most areas in the pre-school rooms enables children to learn effectively. Their imaginations develop play which builds friendships and helps them to express their feelings, for example, as they 'make dinner' in the home corner. Staff encourage good manners and consideration and therefore children develop an understanding and respect for others. They are delighted when they get a sticker for helping to tidy-up. They gain an understanding of their own community as they complete a local nature trail and as they talk about their homes and families. Children develop independence skills as they put on Wellington boots and coats in preparation for outdoor play. Children have a busy routine and behave very well.

A wide variety of books and comfortable areas to sit are in all areas of the nursery and therefore children learn to love books. They use books well for facts and for stories and treat them with care. Children concentrate at story time and join in enthusiastically as they listen to 'Room on the Broom'. Staff having to wear a witch's hat and sit in the 'spooky story chair' adds immensely to the children's enjoyment of story time. Speaking and listening skills are a high priority and children speak confidently telling their news to the group and they are learning to be considerate when listening to others. The use of name cards and clear labelling in pre-school rooms ensures that the children are developing early reading skills. Opportunities to write are being encouraged through a well-resourced graphics area and there are many opportunities to write for a purpose, for example, as they make invitations for the Halloween party. Older children are writing their names clearly with well-formed letters.

Children learn about shape as they create witch models, making learning fun. They are challenged effectively as they copy and recreate patterns using large pegs. Opportunities to count during routine activities are sometimes missed limiting children's learning in this area. Children enjoy discovering about volume as they play in sand and water. Clear displays of numbers in all pre-

school areas ensures that children recognise and become familiar with numbers. Children weigh and measure in a variety of interesting ways including cookery sessions and observing and recording the growth of daffodils.

Children become more familiar with time as they discuss the make up of their families and events at home and at nursery. They plan eagerly for the 'party tomorrow', discussing what costume they will wear. Children gain an understanding of others as they celebrate a variety of customs and festivals, for example, with the help of parents, they learn about weddings in a variety of countries. Opportunities to use everyday technical equipment are very good, including a tape machine with headphones, telephones and the computer; they are using the mouse with increasing skill. Their curiosity to discover how things work is developed effectively as they investigate and complete some weaving.

Children are offered a broad range of creative activities which enables them to use their imaginations and express their feelings with confidence. They create colourful and interesting mobiles for the Jungle theme, including papier mache snakes. Children have daily access to musical instruments and regular music and movement sessions. They dress-up as pumpkins and witches, acting out their own stories in 'the Haunted House'. Imaginative play is very well resourced and organised and children play happily in the home corner. The free access to the creative workshop gives children marvellous opportunities to develop their own ideas and increase their creative skills.

Children's achievements and progress are observed and recorded. Planning records are linked to the stepping stones and observations are used to plan the next steps for a child's learning. Individual learning targets are clear. Staff deployment and good ratios ensures children are very well supported and challenged appropriately. Staff are skilled at adapting learning to meet the needs of the individual child, ensuring that children with learning difficulties and children with disabilities, and children who speak English as an additional language are given appropriate consideration. Staff praise and encourage the children, who are happy and comfortable in the stimulating learning environment.

Helping children make a positive contribution

The provision is good.

Children's are valued as individuals and within their family context and therefore their needs are met. The effective key worker system encourages strong links between nursery and home which means that any special requirements are discussed and that there is consistent communication and information exchange takes between staff and parents. The individual needs of children are recognised and met sensitively. Parents receive an induction pack as their child moves from the Baby Barn and for each of the other group rooms in Bizzy Tots. Therefore, parents feel well informed and involved in the care of their child and build trusting relationships with staff.

All children are welcomed into the setting and play a full part in all routine and organised activities. They are encouraged by staff to take turns, share and to be considerate and helpful, effectively fostering the children's social, moral, spiritual and cultural development. The strong example set by all the staff ensures that children develop positive attitudes to others. They learn about their local community and the wider world through interesting projects, for example, festival celebrations and following a local nature trail. Children have access to some play resources that show positive images of culture, ethnicity, gender and disability. There are few

positive images on pictures and posters around the nursery building limiting some aspects of children's awareness in this area.

Children begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, explanation and gentle reminders. Children respond positively to the praise offered for completing a challenging task, and their self-esteem is enhanced. They develop an understanding of the feelings of others as they discuss why someone does not want to play.

The partnership with parents and carers is good. Parents appreciate the easy access they have to all the staff and particularly their key worker. They feel well informed about their child's day and the play and learning they are involved with. Seasonal newsletters give information about events and celebrations, for example, planning for the Christmas Fair. Notice boards hold abundant information about staff training and responsibilities, planning for themes and projects and community news. There is a parent representative who supports the management when fundraising and also helps for special projects, for example, work parties for the planned sensory garden.

Organisation

The organisation is good.

Managers and staff create a caring and friendly environment in all areas of the nursery, where parents and children feel comfortable. The premises are well organised to meet the needs of the children. Indoor and outdoor space is used to provide exciting play opportunities for the children and consideration is given to children wishing to develop their own play with minimum supervision, and to children completing quiet activities.

The owner and the manager of the nursery are both experienced and hold appropriate qualifications. Leadership and management is good. All staff are fully involved in planning play and curriculum activities and staff are clear about their roles and responsibilities. Regular staff meetings and training plans ensure that staff can develop, taking up training on short courses and for appropriate qualifications, for example, the Foundation Stage training.

Procedures and policies support the staff in working very successfully in partnership with parents and carers and all the required documentation which contributes to children's health, safety and well-being is in place and reviewed regularly. Children benefit as their families are welcomed and fully involved with the life of the nursery. Overall the range of children's needs are met.

Improvements since the last inspection

Following the last care inspection the setting was asked to ensure risk assessments are kept up to date and that the fire officers recommendations are met including undertaking of training in the use of the fire fighting equipment. It was also asked to keep a written record signed by parents of medicines given to children to ensure that all staff are able to implement the child protection policies and procedures. All these recommendations have been addressed. Risk assessments are reviewed and updated regularly and staff have completed fire marshal training and therefore children are kept safe. Parents have confidence in the service offered as good procedures are in place to inform them of medication administered and all staff are clear about child protection policies and procedures.

Following the last education inspection the setting was asked to ensure staff have a secure knowledge and understanding of the Foundation Stage and that assessments and evaluations are used appropriately to inform individual learning. It was also asked to increase the children's independence and opportunities to recognise their names. Clear labelling and name cards are now used extensively in the pre-school areas and children are encouraged in personal independence, for example, putting their boots on for football and choosing play activities. Therefore children are quickly becoming familiar with their names and are becoming more independent. Staff have completed training in the Foundation Stage and have a secure knowledge of the use of evaluations to plan for individual learning needs.

Complaints since the last inspection

In February 2006 a concern was raised that correct adult/child ratios were not maintained and although raised with staff, the complainant felt appropriate action had not been taken to address the issues. These concerns relate to National Standard 2; Organisation and National Standard 12; Working in Partnership with Parents and Carers. In order to investigate the concerns, Ofsted visited the setting unannounced. During the visit policies and procedures were reviewed, staff interviewed and observations made. As a result of the enquiries made and evidence gathered, Ofsted set a recommendation for the Registered Person to address by the next inspection in relation to the recording of staff deployment. Ofsted is satisfied the National Standards are met and can confirm the Registered Person remains qualified for registration.

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):

- ensure effective safety and hygiene procedures are followed with special regard to the use of plastic bags for storage, hand washing routines for staff and children and the repair of changing mats
- ensure equal opportunities is promoted with regard to access to positive images throughout the setting.

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):

- review the routine to ensure children can access all the activities available and that children have time to return to activities and consolidate learning
- ensure all opportunities are used well in routine and planned activities to count and develop skills in simple sums.

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