

Bizzy Kidz

Inspection report for early years provision

Unique Reference Number	EY351792
Inspection date	15 April 2008
Inspector	Esther Darling
Setting Address	Bizzy Kidz, 225-227 Queens Road, Beeston, Nottingham, Nottinghamshire, NG9 2BT
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Registered person	Nicola Jayne Austin-Hare
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 Kidz nursery is part of a company that also provides after-school care and holiday care on a separate school site in Nottinghamshire county. The nursery previously operated at a different premises and re-registered in 2007. It cares for a maximum of 92 children under the age of eight years at any one time. The premises is a converted showroom with two floors and an enclosed play area to the rear of the property. There is a separate, gated car parking area. Children under the age of two and a half are cared for in the large open plan ground floor, with separate gated areas and a sleep room. Children over this age have a free-flow access to several themed rooms on the first floor. There are a total of 84 children on roll. There are currently 19 three and four-year old children on roll with funded places.

The setting supports children with English as an additional language and those with learning difficulties and/or disabilities. There are three kitchens at the setting, one for staff use, one for creative activities and one for cooking children's meals and snacks and storing babies' bottles. There is a separate office and storage rooms that are inaccessible to children. A total of 16 staff work at the setting, including the proprietor who is also the manager and a cook. Of the childcare staff, 11 are qualified to the higher level, two have the basic qualification and

the remaining three are undergoing training. In addition to the childcare staff there are a cook, cleaner and caretaker.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children eat mostly freshly prepared food such as fish in parsley sauce, mashed potatoes and peas for lunch. The majority of meals are nutritious and fruit salad is offered every day. Many meals include vegetables. However, although popular, the light snack-type tea is not always well balanced nutritionally. The menu runs over a four week period and now includes brown rice and whole-wheat pasta to ensure that children eat more fibre. Mealtimes are sociable and children enjoy sitting together in small groups around tables. Babies are fed according to their individual needs and parental wishes. The nursery is open to suggestions which are in the children's best interests, such as the child-led weaning method. This is when the baby is offered a choice of very small finger foods to try at their own pace. This approach fosters an enjoyment of food and promotes children's independence and confidence in eating. All children have access to fresh drinking water, and staff members ensure that babies are offered sips on a regular basis.

Children know that it is important to wash their hands properly and do so before eating. Staff talk to them about why this is necessary to get rid of germs. Good systems are in place to prevent the spread of infection when changing nappies. A minority of staff do not always follow these properly. For example, they all clean their own hands but not every one uses the aprons available or cleans babies hands when needed. The impact of this is that bacteria is potentially spread from person to person. Babies and young children's dummies are stored appropriately so that they are not shared and are kept clean when not in use. The whole of the nursery is kept to a very high standard of cleanliness and a cleaner is employed to ensure this. Staff maintain the environment during the day to promote children's good health. Children are well cared for in the event of an accident or emergency because all staff are first aid trained as well as there being designated first aiders. Written consent is gained from parents to obtain emergency medical treatment should the need arise. All accidents are recorded in clear detail and information is shared between parents and staff in order to promote children's welfare. Written permission is sought to administer medication which is stored securely when not in use.

All children under the age of two years are able to rest, sleep and eat according to their individual needs. Each has their own routine followed regarding this, which resembles that of their home as closely as possible. Children play outside everyday and benefit from the sense of well-being that fresh air and exercise brings. Babies are taken outside on a mat or in pushchairs whenever weather permits. Opportunities for children to extend their physical skills are planned for both inside and outdoors. Many toys such as posting boxes, threading activities or drawing/painting and handling malleable materials promote this.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe because they are very well supervised. The security programme is highly efficient and includes a fingerprint reading device that recognises and admits staff onto the premises. All visitors are greeted in person and required to sign in their presence and business.

A CCTV system monitors all people in the building and parents have the comfort of knowing that they may view their children on the internet through a secure access procedure. Sleeping children are checked every ten minutes and this information is recorded and shared with parents. Baby monitors and cameras back this up to ensure that children are safeguarded at this time. Regular fire drills help children and staff to be familiar with how to act in the event of an emergency. The manager enforces a strict child collection policy to ensure that children are only collected by persons authorised by their parents. Outings are risk assessed before children visit the venue and vehicles used are properly maintained and insured. The building and contents are very well maintained because there is a person who is responsible for this. A schedule is filled in by staff to communicate what needs to be done, and what level of priority it takes.

Children are welcomed into an impressively attractive environment that has been designed with their comfort, enjoyment and safety in mind. All areas are in excellent decorative repair, light, bright and very clean. Very good use is made of space for children's freedom of movement and safety whilst exploring their designated areas. Children are cared for in groups according to their ages and stage of development. Younger children are accommodated in a way that allows adults to have an overview of them whilst partitioning off larger areas for their security. The outdoor area is colourful and contains some static equipment fixed into the soft surface. A sensory room with many wonderful features such as lamps with water and bubbles, bean bags, convex mirrors and fibre optic lights is used by children to relax and look at photographs of themselves on the large television screen.

Staff are aware of their responsibility to protect children from harm by others and act accordingly when they are worried that a child may be being abused. They understand that concerns must be reported to the appropriate authorities and recorded in a factual manner. Written procedures are thorough and very clear about what roles people have and action that will be taken. Children have access to a fantastically impressive range of resources. They are plentiful, age-appropriate and in an excellent state of repair. They are stored appropriately and safely and promote children's all-round development efficiently.

Helping children achieve well and enjoy what they do

The provision is good.

Babies are settled and content. They play with a wide variety of toys and activities that are based on plans which are informed by observations the staff have made of them. Each child has their own targets for developmental progress as well as a wider target for all, such as large muscle skills. Babies are vocal, confident and very exploratory, using all of their senses to understand and enjoy their environment. They make good physical progress because they are enabled to climb, stand and encouraged to walk when they are ready. Staff are supportive of children's desires and attentive to their needs, such as for comfort and praise. Babies are cared for by a relatively large number of five staff, with a basic key worker system in place. Certain staff are responsible for maintaining children's developmental records. However, opportunities for babies to build up vital relationships by interacting with a consistent adult at frequent intervals during the day are not fully maximised. Young children play imaginatively with the dolls house or in the home corner, enjoying the company of familiar adults, who ask questions to help them think and broaden their vocabulary. They learn right from wrong when a staff member reminds them to be careful with toys so that they do not break them. Pre-school aged children from the age of two and a half are cared for separately and enjoy an impressively wide and innovative range of activities which promote all areas of their development. These are stimulating and inviting and encourage children to learn through play and first hand experiences.

Staff ensure that children's natural curiosity as learners is fostered by making resources readily available.

Nursery Education

The quality of teaching and learning is outstanding. All practitioners have a superb understanding of the Foundation Stage and how children learn through play. The programme of learning and environment in which it is delivered is planned to provide an impressively broad and balanced range of high quality activities and experiences across the six areas of learning. It is highly suited to the needs of the children and reflects the communities that they come from. The innovative methods used by staff to challenge and support children enables them to achieve as much as they can. For example, the lead practitioner finds out directly from children about their experiences and preferences via clever discussions with them. This in turn enables the team to plan for activities that engage children immensely. Thoughtful questions are asked and fantastic resources are impressively presented. Staff have high expectations of children's behaviour. The inclusion of all children is actively planned and monitored regularly. The sessions are managed to ensure that good use is made of time. Staff find out about children's attainment on entry by using information from parents. The assessment of children begins immediately and this is used to plan high quality activities that help move children to the next stage in their learning. Records of children's progress are presently being changed to take into account the new Early Years Foundation Stage framework. Children relish their time in the setting. They have an excellent attitude to learning and are happy and purposefully engaged for the whole of the session. They become extremely confident and self-assured, working and playing effectively on their own or with others. Overall, all children make very rapid progress towards the early learning goals in all areas of learning given their capability and starting points.

Children are confident, sociable and exceptionally well behaved. They state that it is not very good to break the rules, or to upset their friends and that they should say sorry for this. They have a real sense of belonging at the nursery and independently put on their coats and select their snack. Children sit well in large groups, listen and respond to adults and are sufficiently assertive to challenge ideas. They play cooperatively and companionably alongside each other during activities such as drawing on the whiteboard and wiping pictures off to start again. Their self-esteem flourishes at this setting and they show a great regard for others and their environment. Children have formed close relationships with the staff. They know that they are valued and show spontaneous displays of affection for favourite people. This is reciprocated and helps children to feel a very strong sense of self-worth. Children are enthusiastic and motivated to learn and have a good understanding that people have different needs, views and cultures that need to be treated with respect. Children's communication, language and literacy is excellent because they have numerous opportunities to practise this through play and group times. They have a repertoire of favourite songs and often burst into a favourite one spontaneously such as the 'rainbow song', which they are able to perform in sign language also. Others join in and staff applaud this level of proactivity and confidence in the children to express themselves. All children are able to recognise their own name, many can write it and some are learning to read key words in their everyday environment. They do this spontaneously because they want to. Children initiate conversations, attend to and take account of what others say and use talk to resolve disagreements. Mathematical concepts are learnt through play and group activities, such as taking it in turns to choose, for example, a star or the largest/smallest shape on the mat. Children name these and are praised for their knowledge and understanding of this. They enjoy this game and focus on it attentively. Children are beginning to calculate simple subtractions of two units at a time during number rhymes such

as ten fat sausages. They count easily and recognise certain numbers such as the large hand pointing to nine on the clock and know that this signifies tidy-up-time.

Children gain a burgeoning knowledge and understanding of the world through experiencing it first hand. Playing in the rain inspires some to make a rain picture after staff have conducted a music session with the 'rainmakers'. They eagerly talk about past events when looking at photos of each other on the flat screen television in the sensory room. Valuable lessons are learned about the wonder of living things when caring for the nursery hamster and regular visits to the pet shop to stock up on supplies. This gives children the chance to get to know the features of their local community, such as stopping and talking to the fire-fighters at the fire station. Children get really involved in constructing with large boxes and other materials such as real building blocks after being enthused by watching local construction work. This type of play is repeated and successfully consolidates their learning as a result. Children's small hand skills are developed by using scissors, glue spatulas and various mark making materials that help with control and coordination. Activities such as painting with water and brushes on the garden fence are an enjoyable way of spending time outside where children also use a good variety of equipment that promotes their large muscle skills. Children play with selection of pots and pans on a washing line with utensils to bang them. They enjoy this creative way to develop coordination and appreciation of sound. They show increasing understanding of the good practices with regard to exercise, eating and hygiene that contribute to their good health. This includes deciding when they are ready to eat their snack of foods such as carrot sticks to dip into cottage cheese. Children play using their imagination and are able to extend a theme such as 'pirates' in the impressively resourced role play room. This is done whilst getting into character by dressing up, searching for treasure and evading sharks. They develop real skills for using musical instruments; banging the drums and developing percussion with a friend. They are able to name a wide variety and show how they are used. Children express themselves through this and various media. Being creative is one of their favourite pastimes whilst at nursery.

Helping children make a positive contribution

The provision is good.

Children's behaviour is generally very good overall, and in the pre-school it is exemplary. They are crystal clear on what the boundaries of good conduct are and take great responsibility for their actions. During morning register, the pre-school children are given opportunities to offer themselves for jobs such as keeping the book area tidy for the day. Staff are kind and respectful, following a comprehensive behaviour management procedure that acts to promote children's welfare and development. Consistent and positive methods are used to help children understand what they should not do, and to help them realise the effect of their actions on others. Recognition awards and stickers are a tangible way of reinforcing personal achievements. Children's self-esteem therefore flourishes in this environment of tolerance and understanding. Children are developing a positive view of society and the wider world as they take part in various activities and use resources that reflect diversity. For example, on display throughout the whole of the nursery are posters, books, dolls and musical instruments and CDs. Other equipment that represents different races, religions and cultures is made available also. Children enjoy taking part in acknowledging and celebrating differing religious and cultural festivals such as Hanukah, Chinese New Year and Caribbean Day. The setting believes in inclusion and is starting to adopt a proactive approach by identifying and attending relevant training. Plans are underway to develop communication further by making wider use of signs and symbols. Parents of children who have English as an additional language are asked to write a list of key

words in their own language and including their pronunciations to help their child feel at home. Children are highly valued at this setting. Birthdays are celebrated in style with a cake and a present as well as a tea party. Each child has a lovely memory book in which a picture of their time at nursery is gradually built up and used as a keepsake. This has a direct impact on forming a positive identity for the child.

The personal and individual needs of children are met to a high standard overall. This is enabled by a staff team who are committed to gaining knowledge of each child and their family at the beginning of the placement. Liaising closely with parents from the outset to ensure information is shared relating to the care of the child makes families' experiences worthwhile and consistent. Formats such as daily diary sheets, white boards and vigilance of staff in using these ensure that correct information is given to parents when they collect their children. A dedicated mobile telephone is carried by the manager/registered person at all times for 24 hours a day in the event that a parent needs to make urgent contact with her. Parents' wishes and ideas are respected, as long as they serve the best interests of the child. Suggestions are followed such as how best to settle a young child who is new. Parents' opinions of the service are actively sought in the form of questionnaires and this has brought about at least one positive change. An excellent welcome pack gives information on the full range of services that the company provides to meet the various stages of children's progress through the nursery and including after-school care.

The quality of the partnership with parents and carers and carers of funded children is good. Parents receive relevant and plentiful information about the nursery education programme and current developments. For example, details about the new Early Years Foundation Stage that the nursery is already adopting in readiness for September 2008. Parents are thus far reasonably well informed about their children's progress and achievements at this new nursery. A parents evening is planned to share reports and answer any questions. In the meantime, children's assessment folders are available to view on spec or through a pre-arranged appointment. Parents are asked questions by staff to ascertain what stage their children are at developmentally. This information is used to plan activities to suit the needs of the child and enable their progress. The setting actively encourages parents to become involved in their child's learning by making requests for them to bring things in, or activities that can be done at home. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is outstanding.

The well-being of all children is treated as paramount by the whole staff team as a collective. Children are safeguarded because the registered person has high standards with regard to the calibre of staff who are recruited. An appraisal system ensures that all staff have their training and development needs regularly assessed and met. Children benefit directly because all staff and managers have the appropriate skills, knowledge or qualifications to deliver high quality child care and education. Very good adult support makes children feel settled and secure because the required adult: child ratios are exceeded. The manager/registered person has a good understanding of the changes and significant events that must be reported to Ofsted.

Children's welfare, care and learning is promoted most effectively because all policies and procedures are understood and followed by the staff. All written guidance is clear, thorough and personal to this particular setting. It is organised, along with records, in a most efficient manner and stored securely to maintain confidentiality. This aids communication with parents and promotes effective relationships and the smooth running of the nursery. A wealth of

information is displayed at focal points in the building, as well as in brochures and bulletins. Approachable and welcoming staff and management make sure that this is all kept current and eye catching.

The leadership and management is outstanding. There is a strong and clearly defined management chain in which each member has an excellent understanding of their roles and responsibilities. The manager of the nursery has a committed and clear vision of how high quality care and education works in practice. Her deputies share this enthusiastically and give impressive support in order to bring this about. Highly developed communication and evaluation systems enable the setting to identify areas in need of improvement. Action is then taken to quickly put changes into practice. This keeps staff well informed through regular meetings. Staff frequently attend training and this means that practice is reflective of current developments in the childcare and education field.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure that all staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection with regard to nappy changing procedures
- ensure that arrangements for staffing minimise the number of carers for the individual child and that they have opportunities to interact with a consistent adult at frequent intervals during the day

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 systems for sharing information on children's progress and for involving parents in their children's learning at home.

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