

Busy Lizzie's Ltd

Inspection report for early years provision

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Inspector Lynn Reeves

Setting address 5th Chichester Scout Hut, Whyke Road, Chichester, West
Sussex, PO19 8HS

Telephone number 07891815249

Email liz.busylizzie@virgin.net

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Busy Lizzie's Ltd was registered in 2007. It is privately owned and operates from a scout hut in Chichester. The setting serves the local and surrounding communities. The provision is open from 07.30 until 17.30 each week day throughout the year. The nursery is registered for 26 children on both the Early Years Register and both parts of the Childcare Register. There are currently 34 children on roll. This includes 14 children who receive funding for nursery education. Children attend the setting for a variety of full day care and sessions. The nursery welcomes children who have learning difficulties and/or disabilities and also children who speak English as an additional language.

There are currently six practitioners who work with the children, of whom five hold relevant child care qualifications. One member of staff is working toward her child care qualification. The setting receives support from the Early Years Partnership and the Pre-school Learning Alliance. The nursery has recently achieved the West Sussex Quality Assurance Scheme in July 2008.

Overall effectiveness of the early years provision

The nursery works effectively to ensure the promotion of children's welfare, learning and development. The strong management of the nursery promotes continuous evaluation and development in all areas of the provision and the manager recognises further areas of development to address. Effective policies and procedures ensure the safe and smooth running of the provision, however, a weakness has been identified with hygiene procedures. Children enjoy their time at the setting as active participants and good attention is paid to ensuring that children maintain free flow activities between the indoor and outdoor environment. The nursery is organised well and staff practice is effective to ensure inclusion for all children is achieved.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further extend information collated from parents about children's starting points to include, for example, development and current achievements
- ensure children's hygiene is promoted at all times with particular regards to cleanliness of highchairs, and children's runny noses.

The leadership and management of the early years provision

The outcomes for children are good because the manager and staff of the nursery work well as a team to ensure children are settled, kept stimulated and well supported. Staff know the policies and procedures well and these are implemented effectively to ensure children's needs are met. Children enjoy a good level of

support from well deployed and enthusiastic staff. The required documentation is in place. Attendance registers accurately show when children and adults are present and the concise risk assessments in place ensure the safety of the children. Children benefit from nutritious snacks and individual dietary needs are fully met. The staff team all have a good understanding of child protection procedures and a secure knowledge of where to make referrals, should they have any concerns.

The manager has conducted appropriate induction procedures and ensures all staff working with the children are suitable to do so. In addition the manager monitors the staff on a day to day basis and conducts annual appraisals to ensure concerns and achievements are discussed and training needs identified. Staff have clear direction, are secure in their roles and responsibilities and have a good working knowledge of the Early Years Foundation Stage to ensure the welfare of children and provide a balanced curriculum. Staff have regular meetings to discuss how well the planning and activities are being delivered and activities are evaluated to ensure resources, staffing and deployment are effective. The nursery has recently achieved the West Sussex Quality Assurance Scheme Award. This forms part of the continuous improvement for the setting

Partnership with parents is a strong element within the setting, however, some areas are noted for minor improvement. For example, ensuring comprehensive starting points and including parents in everyday learning so that they may be included in extending learning out of the setting. Parents are welcomed into the setting to play alongside their child and can look at their child's development record at any time. Parents receive regular newsletters, they have the opportunity to complete questionnaires and are encouraged to become parent helpers. The nursery has strong links with local schools and other agencies to ensure children's needs are met. Children with individual learning needs have plans in place and there are clear links with other agencies and parents, for information, guidance and support.

The quality and standards of the early years provision

Outcomes for children are well met as staff are highly efficient in providing a bright, safe, stimulating, child orientated environment where children can freely explore their play and learning. Children of all ages are enthusiastic to investigate and staff are exceptionally good at extending children's play and ideas. For example, as some children decide to be spacemen, staff provide additional resources and set up a rocket launch centre, with plastic rockets and bark chippings as the base. Posters depicting planets and dressing up clothes allow the children to develop their imagination. Curriculum planning follows children's interests and ideas so that they are motivated to learn. Resources throughout the setting such as open storage and the good organisation of the room promote independence well as children are encouraged to self select and initiate their own choice of play. Children also benefit from opportunities to pour their own drink, visit the toilets independently or with helping to prepare snacks, all of which promote high levels of independence as children take responsibility, develop self help skills and grow in confidence in their own abilities.

Detailed observations are completed by the staff and the information is used to identify the children's next steps, which are incorporated into the short term curriculum planning, ensuring the children's individual needs are being met. Staff make good use of the outdoor play area and children reap the benefits of the fresh air daily. All staff have an exceptionally good understanding of the early learning goals, consequently the continuous provision, inside and outside, ensures all six areas of learning are covered, providing a well balanced programme of activities and experiences for the children. Comprehensive risk assessments are systematically completed ensuring all safety measures are in place and effectively implemented. Children are secure because staff are vigilant and ensure the premises are safe for their use at all times. Good systems are in place to ensure all visitors are fully supervised and children learn how to evacuate the building quickly and safely as they practise regular fire drills.

Staff interact well with the children, taking time to get to know them, and demonstrate friendly and caring relationships. Staff are attentive to children when they are playing, and respond exceptionally well, ensuring they answer the children's queries in a way they fully understand at the right level for them. Children are competent at using the mouse on the computer to match and pair different shapes and fruits. Children use their imagination well, creating pictures with paint and collage materials and become inquisitive when taking photographs on the digital camera. They learn about the wider world using a range of resources and through planned topics and themes about other cultures and festivals. Children talk openly about their feelings and home life and see range of visitors to the group, for example, a policeman, the vicar and a dental nurse. They thoroughly enjoy singing and dancing, and sing "Bob the Builder" with gusto and enthusiasm. Children are praised and encouraged throughout the sessions, as staff focus on their positive behaviour and recognise their efforts to help others. Children behave exceptionally well because staff implement the clear rules and boundaries consistently, and the children know exactly what is expected of them.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.