

# Busy Bodies Leyland Ltd

Inspection report for early years provision

---

<b>Unique reference number</b>	EY368947
<b>Inspection date</b>	05/11/2008
<b>Inspector</b>	Frank William Kelly

<b>Setting address</b>	Wade Hall Children's Centre, 75 Royal Avenue, Leyland, PR25 1BX
<b>Telephone number</b>	01772624545
<b>Email</b>	busybodieseuxton@btconnect.com
<b>Type of setting</b>	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 Bodies Nursery opened in 2008 and is one of three settings operated by a company. It is based within a children's centre in the Leyland area of Lancashire. All areas are easily accessible as they are at ground level.

A maximum of 34 children under eight may attend the setting at any one time. The setting is open from 08.00 to 18.00 each weekday for 50 weeks of the year. There are currently 26 children attending who are within the Early Years Foundation Stage. The setting receives funding for those that receive nursery education. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 29 children aged from seven months to four years on roll. The setting provides funded nursery education for some of the children. Children come from a wide catchment area, as some parents travel to work in or around the local area. The nursery currently supports a number of children with learning difficulties.

The setting employs eight members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a qualification. Two are completing higher qualifications. The setting receives support from the Early Years development teams.

## **Overall effectiveness of the early years provision**

The setting clearly meets the requirements of Early Years Foundation Stage, (EYFS), so that the children's welfare and learning are effectively promoted within a safe, stimulating and enabling environment. Self evaluation, although, not fully completed formally, is secure. Actions identified are well-chosen to promote the future improvement. Partnerships with parents are actively encouraged and those with significant others are well established fostering an inclusive environment which meets the unique needs of the child. The documentation is detailed and very well maintained, thus underpinning the consistent care, learning and welfare of the children.

## **What steps need to be taken to improve provision further?**

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

- further develop children's opportunities to encounter use and experience a greater variety of technology within their play.
- continue to develop the ways on-going dialogue are maintained in relation to children's development records and their learning journeys
- update the risk assessments to take into account the Department of Health advice on reducing the risk of cot death

## **The leadership and management of the early years provision**

The arrangements for safeguarding children are robustly managed through good daily care practices. Adults looking after the children have completed rigorous recruitment and vetting procedures. Staff are provided with good support to enable them to understand their roles and responsibilities as the management have implemented effective systems for induction. The development of the appraisal systems is on going.

Policies and procedures are regularly reviewed and they provide the staff and parents with clear guidance as to how the setting operates. These policies form the framework and underpin how the setting successfully promotes all the five outcomes for children. The deployment of knowledgeable staff and the key person system is effectively promoting positive relationships between the children and adults. Staff have ensured that good quality resources promote the diversity within today's society and that key words in the children's home language are displayed around the setting. This helps the individual families to feel valued and help the other children develop an awareness of each others similarities, differences and culture.

Safety is promoted well; the setting is secure, well maintained and organised. Risk assessments have been prepared and most aspects work well. For example, staff check the equipment and playrooms for safety before children arrive. However, whilst staff accompany resting children at all times there is little information regarding the procedures to further minimise the risk of Sudden Infant Death Syndrome (SIDS) as advised within the EYFS practice guidance document.

The management is committed to the improvement and future development of the quality of the service. It implements self-evaluation that draws on the support and expertise of other relevant parties. Development staff from the Early Years and Children Centre teams are having a positive impact on all aspects of the provision. For example, the quality of staff training opportunities and organisation of the resources and environment provide children with new and continually stimulating experiences and challenges.

Partnership with parents and other significant others are complimented by the good quality information and the staffs' warm and friendly approach. The setting is keen to develop this further through a range of initiatives including parental committees.

## **The quality and standards of the early years provision**

The children make good progress towards the early learning goals as the staff have a good understanding of the EYFS and how play based experiences are central to children's learning. Throughout the setting the space and resources have been thoughtfully organised to maximise children's choices, enhance their imaginary experiences and encourage their communication and numeracy skills.

For example, a storage area in the garden has been transformed into an exciting 'Garden Centre' which provides children with play experiences that cover all six areas of learning.

Information about the children is sought from their parents, and observations of the children, during their play, are being used to help plan the children's next steps of learning. Information is beginning to be transferred into files to plot the children's learning journey. However, systems for including parents within the review and assessment processes of these files are still in the early stages of implementation.

Within the playrooms children enjoy a good balance between self-initiated and adult-led activities. Staff know the children well and successfully use quiet times of the day to engage more active children in board games. This encourages turn taking and extends children's concentration skills. Children enjoy good adult support and interactions; consequently, they are happy, enthusiastic and confident learners. For example, an activity linked to pouring water down guttering is modified by the children who follow their own interest as they practise filling and emptying their buckets of water into a grid. Staff do not stop the children but continue to support their learning by introducing and reinforcing mathematical language, such as full and empty.

Some daily routines promote independence, such as hand washing. However, these are not maximised as children have few opportunities to serve themselves at meal times. That said many activities promote a range of skills. Children learn to use tools and the need to care for other living things through growing plants. During their free play they show a clear understanding of the role technology plays in their life. For example, they pretend to use the till in the garden centre, cook in kitchen and talk on the telephones. They have some access to real technology such as the computer which they use with familiarity and confidence.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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 or the last inspection.

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.