

# Bizzy Tots Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY374001  
**Inspection date** 15/04/2009  
**Inspector** Sheila Dawn Flounders

**Setting address** The Church House, Bilton Road, Rugby, CV22 7LU

**Telephone number** 01788 817386  
**Email** office@bizzytots.com  
**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).

## Description of the setting

Bizzy Tots Day Nursery is one of four nurseries run by Bizzy Tots Day Nursery Ltd. It opened in 2008 and operates from four rooms in a newly converted building. The premises is accessible in most areas. It is situated on the outskirts of Bilton village, to the west of Rugby, Warwickshire. Children have access to an enclosed outdoor play area. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register only. A maximum of 49 children may attend the nursery at any one time. There are currently 35 children aged from eight months to under five years on roll, some in part-time places.

There are five members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. Strong partnerships with parents ensure that staff have the necessary information to support children's individual needs, although how effectively they do so varies. Most of the requirements of the Early Years Foundation Stage (EYFS) are in place, however some staff are not confident in their understanding of its principles and as a result, these are not consistently applied. All children are making some progress in their learning and development, and their welfare is promoted. Management have begun to reflect on their practice to complete their self-evaluation, including identifying some of their weaknesses and, through discussion and recent actions taken, demonstrate a strong capacity to improve in the future.

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

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

- ensure that regular sensitive observational assessments are undertaken, use the information obtained to identify children's individual next steps and plan appropriate activities to enable them to make progress
- develop relationships with other settings children attend to provide continuity and coherence of information collected.

To fully meet the specific requirements of the EYFS, the registered person must:

- record the check of those aspects of the environment that need to be checked on a regular basis, and by whom they have been checked; review risk assessments when the need arises, such as following accidents (Suitable premises, environment and

29/04/2009

equipment).

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

Management have ensured that the policies and procedures required by the EYFS are in place, mostly well-maintained and accessible on a daily basis. They maintain a sufficient overview of the provision to be aware of most of their strengths and some of their weaknesses, but not be to fully aware of the impact these currently have on the children. Risk assessments are used to identify some potential hazards to children, with those aspects that need to be subject to more regular checking identified, although this is not currently recorded, except for the outdoor area. There is no robust system for reviews, for example, following accidents to ensure that these are not repeated. Generally good use is made of the premises to provide a child-orientated learning environment, which is well resourced with age-appropriate furniture and equipment. Children are safeguarded as there are robust systems in place for staff recruitment and vetting. The premises is kept very secure and there are appropriate arrival and departure routines for parents to ensure that unknown visitors cannot access the building. Staff are aware of their duty to protect children and confident about what would cause them concern and what action to take.

Parents receive good information from the nursery, including an induction pack for each room, with details relevant to that age group and with several introductory visits encouraged to help their child settle. Detailed consents, information about their child's routines, particularly in the baby room, and abilities at the point of entry are recorded, which help staff meet children's care needs. As children develop, parents have both formal and informal opportunities to view their records, with comments they make about children progress at home also added. Access to the planning and information shared in advance about forthcoming themes and events enable parents to be involved in their child's learning and they were also consulted over aspects of the settings self-evaluation. However the nursery has not established links with other settings that some children attend, to provide continuity of care and learning.

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

Children are happy and confident in their surroundings, with opportunities provided to increase their self-esteem, for example, older children remove their plates after snack and they all access resources from low-level storage to facilitate independent choices. In all rooms they engage in age-appropriate activities, although not all staff link these to children's individual interests or the next steps in their learning. In the pre-school, for example, children practise their emergent writing and hone their skills with a paint brush as they make police helmets, which links to their theme and provides opportunities for staff to access their current level in these skills. This is recorded and used in planning future activities. However, in other areas of the nursery information about children's current level of ability is often not available or confined to only some areas of learning, so that

staff do not have the detail of information necessary to plan individual future development in all aspects of learning. Generally children engage in interesting activities, such as reading books together or playing a cooperative game, with lots of evidence of a variety of creative activities with all ages. However these are not necessarily of particular interest to individuals within the group or at the correct level to provide them with challenge and sustain their attention so that new learning takes place. This is particularly apparent when covering staff do not have sufficient information about what individuals next steps need to be, or why activities appear on the planning. Children are making progress, but the lack of regular and consistent sensitive observational assessments for many of the children means there is insufficient evidence to say how much.

Children's health and well-being are actively promoted through their access to a well-balanced diet, taking preferences and allergies into account, their daily sessions outside in the fresh air, and opportunities to develop their large muscles through a variety of physical play. In the baby room, individual routines are followed for sleeps and nappy changing, and they join with the older children for snacks and meals. Children develop a thorough understanding of personal hygiene from their routines and the supervision of staff over handwashing, and they are protected from cross infection by robust nappy changing and regular cleaning. They are becoming increasingly aware of their own safety as they take part in regular emergency drills and through the routines when they move around the premises or go to the outside play area or local park. Children behave well as they understand what is expected of them at certain times, with easy access to resources reducing potential trigger points. Staff encourage children to share and take turns, thus helping them learn skills they need in the future.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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 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.