

# Busy Nought to Fives Ltd

Inspection report for early years provision

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**Unique reference number** EY378710  
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**Inspector** Jean Evelyn Thomas

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**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 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**

Busy Nought to Fives Day Nursery registered in 2008. It operates from a converted two storey building in Heswall, Wirral. The nursery is open Monday to Friday from 07.45 until 18.00 for 52 weeks of the year. The nursery accommodation is over two floors with the babies and youngest children cared for on the ground floor. All children share access to a secure enclosed outdoor play area.

A maximum of 84 children aged from birth to under five years may attend at any one time. The nursery is registered on the Early Years Register. There are currently 79 children on roll. The nursery supports a number of children with learning difficulties or disabilities and for whom English is an additional language.

There are 16 members of staff who work with the children, of whom 12 have relevant childcare qualifications.

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

Overall the quality of the provision is good. Management and staff create a very welcoming and inclusive environment for children and parents. Planning for the Early Years Foundation Stage (EYFS) is largely child-led using creative resources and challenging activities to support children's individual learning and development. The positive relationships with parents, support agencies and other providers offering EYFS to the nursery's children contributes to them achieving their full potential and meeting their welfare needs. Self-evaluation systems are in place to ensure continued improvement and outcomes for children.

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

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

- ensure a consistent approach to observational assessment in order to plan to meet children's individual needs
- ensure the risk assessment regarding the water play activities is sufficiently detailed for children's safety and to inform practice.

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

The leadership and management of the setting demonstrate a strong commitment to the implementation of the EYFS. The principles of the framework are embraced and are intrinsic in all aspects of the childcare practice. As a result children are offered individualised learning, development and care to support their progress towards the early learning goals. There is a strong partnership with parents, which underpins the successful delivery of the EYFS. The parents report that they are very happy with the care the children receive and the progress they make. The

two-way flow of information with parents promotes a shared understanding of children's individual needs, and involves parents to support their child's learning and development, for example parents are invited to contribute to the observational assessment and planning cycle. The nursery has successfully involved parents and grandparents with activities including story time sessions and talking to children about their work as part of a topic. Effective partnerships are maintained with appropriate agencies to ensure that children's additional needs are recognised and supported. The triangulated use of the 'shared care diaries' with parents, key persons and other settings children attend, provides consistency in their learning.

Systems for self-evaluation, such as the completion of the Ofsted's evaluation form, parents questionnaires and the monitoring of activities contribute well to the ongoing development of the setting. Regular staff meetings, supervision sessions and appraisal meetings support staff and clarify roles and responsibilities. Most staff are qualified and the remainder are undertaking training.

The arrangements for safeguarding children are carefully managed and supported by robust recruitment and vetting procedures. The staff safeguard the children in their care, having knowledge and understanding about child protection issues. They are aware of the possible signs and symptoms of abuse and neglect and about the procedure to follow if such a concern is raised. The premises are very well maintained and the equipment is of a good quality, which promotes the children's safety. The continuous provision of resources is well organised to allow children to make as much independent choice as possible within the playrooms and outdoor spaces. The premises are secure and well monitored by staff. Safety records and risk assessments are maintained. The risk assessment identifies water play activities, however it lacks detail to ensure all hazards have been considered to inform practice. Children are closely monitored as they sleep.

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

The staff's knowledge and understanding of the EYFS underpins the effective organisation and provides a secure basis for children's learning and development. Consequently children are active learners where they are self-motivated and develop skills of independence from an early age. All ages of children are offered a stimulating range of activities and resources that help them to make good progress. The key person system significantly contributes to children's emotional needs being met. Children and staff form a close and warm relationship where they enjoy each others company and have fun together. Staff carry out systematic observations to assess and plan for their individual needs, although inconsistencies in this process were identified. Staff focus on individual children's play preferences and skilfully incorporate these interests into a variety of activities to ensure they experience a balance of opportunities and experiences across the six areas of learning. Each child has their own 'Learning Journey' journals which comprises of photographs, samples of their work and identifies their next steps in learning and development. Children enjoy sharing their journal with staff to recall past events and proudly show their achievements. At all times staff listen and respond to children showing they are genuinely interested in what they are saying and doing.

This has a positive impact on children's self-esteem and self-confidence. Consequently children are confident communicators from an early age, they babble and enjoy hearing the sound of their voices which is encouraged by staff.

Children enjoy the very well resourced outdoor environment on a daily basis. Staff consider outdoor learning has equal value to indoor learning and plan accordingly. They understand that the outside environment suits children's different styles of learning, for example to promote the older children's listening skills they made a chart of the sounds they could hear outside. The outdoor areas are large where children can express their ideas through body movements and there is space to enjoy the sensation of running. The outdoors offers children many creative opportunities. Self-initiated the children make the story ' We are going on a bear hunt' come to life as they move in and out of the trees, crawl under the large apparatus and balance on the wooden stumps. They warn the staff not to go too near to the trees because of the bear. In other areas, children use their problem solving skills as they position plastic guttering and transfer water from the trough to their construction using a variety of containers. They adjust their design to make the water flow and to stop leaks. The babies have their own enclosed outdoor play area. Mobile babies move freely between the indoor and outdoor areas. A variety of resources are accessible in the two areas giving opportunities for the babies to explore a range of materials to support learning through using their senses. Babies sit in the large sand pit and scoop up handfuls of sand and watch it fall as they release their grip, they make their mark with paints and shake sound bottles. Young children learn to use their imagination as they pretend to go shopping with a basket and push a buggy around. The theme of role play areas are regularly changed by staff to stimulate children's interest and to help them make connections with the world around them. Children develop technology skills from a young age. For example, the toddler age group show skills in using a key board and mouse to follow computer programme instructions. Children are enthusiastic and develop their levels of concentration as they pursue playful learning, which in turn nurtures their potential for future economic well-being.

A healthy lifestyle is promoted throughout the setting. Covered outdoor areas and the provision of appropriate outdoor clothing and footwear ensures that children benefit from regular exercise and fresh air throughout the year. Good hygiene practices are incorporated into the daily routines to encourage children to care for themselves. Photographs of the nursery children washing their hands are on display in the toilet areas to remind them about this personal hygiene routine. The nursery cook plans a balanced and varied menu for the children. Meal times are relaxed, social occasions, where staff and children share information and enjoy each other's company. Independence skills are actively promoted when older children confidently serve themselves with the amount of food they want.

Behaviour is managed very well, with staff encouraging children to respect each other's feelings and to be considerate towards others. The children learn to share, take turns and play together cooperatively. This is achieved through the children developing their social skills and staff being consistent in implementing positive strategies to encourage good behaviour. Staff use a range of books and plan activities to support children's understanding of their different emotions to help them learn to manage their behaviour. Various festivals are celebrated and

resources, such as posters, dressing-up clothes, jigsaws and small world equipment reflect positive images of the diverse society to help children develop respect for differences in others.

## 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

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