

# Bizzie Kidz Ltd

Inspection report for early years provision

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**Unique reference number** EY235941  
**Inspection date** 04/12/2009  
**Inspector** Angela Cuffe

**Setting address** 357 Wilmslow Road, Fallowfield, Manchester, M14 6XU

**Telephone number** 0161 257 2577

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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).

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.

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## **Description of the setting**

Bizzie Kids limited was registered in 2002 and operates from five rooms in a large converted house. Children have access to a secure outside area which has grassed, concrete and soft surface areas. The nursery is in a residential area on the outskirts of Manchester. It is open each weekday from 7.30am until 6pm for 52 weeks of the year.

The Nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 45 children may attend at any one time. There are currently 51 children aged from birth to under five years on roll, some in part-time places.

There are 13 members of staff including the manager, all of whom hold early years qualifications to at least level 2 and up to level 4. The setting receives support from Sure Start and provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a welcoming and well organised environment. Staff have a good understanding of the Early Years Foundation Stage requirements, which ensures children's care and learning is appropriately maintained. Children are well settled and secure and enjoy learning about the world around them. Staff establish positive links with parents and share information appropriately with them, they attend training on a regular basis and are all qualified. The manager has recently begun to reflect on the service she provides and has clearly identified areas for further improvement, which particularly focuses on the equipment and future development of the annual events calendar. The recommendations raised at the last inspection have been successfully addressed.

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

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

- ensure provision is made for all children to sleep safely without disturbance
- ensure the safeguarding policy is in line with the 'Local Safeguarding Children Board' procedures and includes the steps to be taken if an allegation is made about a member of staff
- promote the health of all children by taking necessary steps to prevent the spread of infection.

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

The manager and staff have a good understanding of child protection and their responsibilities if they are concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A child protection policy is shared with all staff and parents to keep them informed of their responsibilities. However, the policy is not fully in line with the Local Safeguarding Children Board procedures and does not include the steps to be taken if an allegation is made against a member of staff. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. All required records and documentation are in place.

Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way people live. Resources are of good quality and are stored within easy reach of the children. The manager and staff work in partnership with parents and outside agencies to ensure specific learning programmes are used effectively to enhance children's development. Parents provide positive feedback and are complimentary about the care their children receive. Continuity of care for the children is enhanced as the staff develop positive links with other provisions children attend.

Resources are well maintained, clearly organised and are easily accessible to children; which fosters their choice and independence. The staff team have a good knowledge of the Early Years Foundation Stage framework. An effective key worker system is in place. Observations are carried out on a regular basis; these are then linked to the six areas of learning, each child's next steps and the overall planning which has a positive impact on the learning and development each child receives. All staff have an early years qualification and all attend regular relevant training. The group have recently applied for a quality and access grant to further improve their toys and equipment.

## **The quality and standards of the early years provision and outcomes for children**

The environment is very warm and welcoming to parents and children. The entrance hall is decorated with photographs, children's art work and Christmas decorations. Each room has light sensory decorations, they hang from the ceiling and are bright, sparkly and interesting, there are natural materials and mirrors used in each room which makes it interesting for the children to explore and really gives the strong message, 'come in and play' Children are very happy and well settled. The staff team are caring and supportive, which enables children to feel safe and secure and form trusting relationships. Emphasis is placed on children learning through play, exploration and fun. A varied range of stimulating activities are available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are able to

participate in activities and, as a result, they make good progress in their development and are motivated to learn.

Children are enthusiastic learners and take a lively interest in everything they do. They demonstrate good levels of concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Children are playing with musical instruments, they bang them loudly and enjoy the sound they make. Children confidently communicate with each other and staff as they play outside; the staff have filled the sand tray with soil, leaves and small sticks for the children to explore, children enjoy playing in the water tray; they splash the water and say 'splash, splash' as they do it. The staff gather some junk materials to make a snowman, the children are enthused and thrilled to take part and are very proud of the end product. They enjoy books and story time which enable them to join in and look at the characters as the story is read to them. Counting activities and playing with electronic puzzles, magnets and games successfully promotes children's problem solving and reasoning.

Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they have access to a range of dressing up clothes, books, dolls, puzzles and musical instruments. Children develop a keen interest in nature during their time in the outside play area, walks in the park and visits to other places of interest. Children eagerly express their creativity as they regularly access a range of materials to create pictures; the staff have set out painting for the children; they sit at the small table or on the floor and use their hands or brushes to paint, they are delighted with the marks they make on the paper and love the feel of the paint on their hands. Children sleep or rest in their rooms after lunch. However, appropriate sleeping arrangements have not been fully established, which impacts on their basic needs and routines.

Children are provided with healthy home cooked meals, snacks of fruit and have access to drinking water at all times to enable them to satisfy their thirst when needed. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities. However, children's health and well being is not fully promoted, because ineffective hygiene practices within the nursery impact on the risk of cross contamination, which has a negative impact on children's health.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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