

Bizzy Tots Day Nursery Ltd

Inspection report for early years provision

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EY318307

Inspection date

29/10/2009

Inspector

Jan Burnet

Setting address

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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).

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Description of the setting

Bizzy Tots Day Nursery is one of four nurseries run by Bizzy Tots Nursery Limited. It opened in 2006 and operates from a converted town house close to Rugby town centre. Children aged under two years are cared for on the first floor and older children play on the ground floor. Office space is on the second floor. All children share access to a safely enclosed outdoor play area at the rear of the building. There are steps at the front entrance.

The setting is registered on the Early Years Register. A maximum of 30 children in the early years age group may attend at any one time. There are currently 38 children in the early years age group on roll. Operational hours are Monday to Friday from 8.00am to 6.00pm, throughout the year except for bank holidays

A team of 11 staff care for the children and all are qualified. More than half are qualified to Level 3 and of these, one holds a Level 4 qualification and one is working towards Level 5. The nursery achieved Pre-School Learning Alliance (PLA) quality assurance accreditation in 2007.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet children's individual developmental needs well and promote children's welfare successfully, although one requirement is not being fully met. The provider and staff are aware of strengths and areas for improvement within the setting and work effectively together to continually assess and improve the service for children, parents and carers. Information obtained from parents helps them to identify and address children's differences. Staff have experience of working with other professionals to ensure that children with special educational needs and/or disabilities are included. They ensure that different cultural, religious and dietary needs are addressed.

What steps need to be taken to improve provision further?

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

- make sure that the risk assessment is reviewed before embarking on each outing (Safeguarding and welfare). 02/11/2009

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

- develop systems for summarising the assessment of children's learning and development in order to plan for next steps.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure and welcoming environment. Staff assess and successfully limit risks on a daily basis and risk assessments for the premises have been drawn up and are reviewed. Outings have also been risk assessed, but the assessments are not consistently reviewed before staff embark upon each outing and potentially this has an impact on children's safety. The provider and all staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the statutory framework for the Early Years Foundation Stage (EYFS) requirements and Local Safeguarding Children Board (LSCB) procedures. The provider ensures that procedures for recruitment, selection and induction are robust. Every staff member's suitability is thoroughly checked before they have unsupervised access to children. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy. The kitchen is well organised and meals are varied, healthy and nutritious.

Systems for monitoring and self-assessment are good. The provider and staff team are working together effectively to ensure that the service provided is reviewed in order to plan for improvement. There were several recommendations raised at the time of the last inspection. The provider was asked to make sure that awareness of child protection procedures is included during the first week of a staff member's induction and that vetting procedures are complete before a staff member has unsupervised access to children. Children's welfare is addressed because induction is thorough and because staff are always supervised with children until their suitability has been assessed. The provider was asked to make sure that parents are aware of the complaints procedure. This is now included in written information given to parents and the Ofsted poster is displayed. Improvement to activity planning with regard to different learning needs was also recommended and this has been addressed.

The percentage of qualified staff exceeds requirements and staff demonstrate a commitment to improving their knowledge and skills. Ratios are good. Staff have experience of working with the support of local advisors and other professionals in order to provide effective inclusive care. They are aware of the benefits of establishing links with other providers in order to provide consistency for children attending different settings and parents are asked for written permission for staff to contact other settings in order to share information on their child. Inclusive practice is promoted well so that all children have their welfare needs met and are able to reach their full potential. Resources are well organised and of a good quality. Required records are kept in good order and written information provided for and obtained from parents and carers with regard to children's care and learning is very good.

The setting's policies and procedures are effective and inclusive for those children who attend. Children are encouraged to recognise their own unique qualities and the characteristics they share with others. Good partnerships with parents begin with a planned settling-in period. Daily journals are completed for younger children

and are continued for pre-school children on requests from parents. Parents are aware that assessment records are available at all times and information packs for parents include detail on the six areas of learning. Newsletters are regularly provided and information for parents is displayed in the reception area. Full copies of all policies and procedures are available in the reception area and most are included in the parent pack.

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

Children are provided with good opportunities to help them to make progress across all areas of learning and development. They are confident, inquisitive and eager to learn. The planning for children is flexible as key workers respond to individual learning needs and use their assessment to inform planning on a week by week basis. However, there are currently no systems in place for key workers to periodically summarise children's learning over all of the six areas in order to clearly identify each child's stage of development and then plan for next steps.

Personal, social and emotional development is a strength and children play happily and co-operatively. Friendships have formed amongst older children and all children are emotionally secure because relationships are good. They behave well and are learning to share and take turns. Older children confidently express their views and ideas. For example, they request outside play and fetch their shoes and most are able to put them on. Small groups of children play together and one group decide which dressing-up clothes they want to wear outside. A three-year-old selects hooded towels for himself and his friends and says, 'we are going to be batmans'. Staff ensure that all children are happy and secure and in the baby room a decision on key workers is made, in part, in accordance with which staff member a baby initially bonds.

Children's creativity is promoted as they sing and move to music in different ways, and as they repeat situations familiar to them in their role play. In the toddler room children excitedly join in with actions to different songs as they pretend to be a 'Dingle Dangle Scarecrow' and sleep and hop like 'Little Bunnies'. They enjoy listening to favourite stories and their listening skills are promoted effectively as a staff member plays a CD as well as showing the 'Terrific Trains' book to the children. They know that the page should be turned when they hear the appropriate sound on the CD. Children's thinking and vocabulary is extended as staff ask open-ended questions. All children enjoy the use of mark-making opportunities in their playrooms and outside and they practise manipulative skills daily in accordance with their stage of development as they play with small safe resources. Pencil control develops well and older children are learning to write their own names. Mathematical concepts are part of daily routines, for example, in the 'tweenie' room the children are encouraged to recognise matching colours in their clothes. Staff count with the children and the range of toys help children to learn different shapes. Pre-school children are aware that two children are able to sit at the snack table at any one time and that four may play in the role play corner. Their knowledge is such that they quickly tell staff if five children are playing because they know that this is one too many.

Children's good health and well-being is promoted well by staff and they are learning how to keep themselves healthy and safe, for example, good personal hygiene, road safety, safe use of the stairs and the reason why the fire drill is practised. Large equipment in the garden promotes physical development effectively. Children enjoy exploring in the garden for 'mini beasts' and they collect worms for the pre-school wormery. They learn about their own needs in relation to other living things as they plant and grow vegetables and flowers and care for the worms.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	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	2
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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