

Bizzie Lizzie's

Inspection report for early years provision

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Inspector

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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).

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 Lizzie's is a privately owned and managed nursery that was originally registered in 2005, moving to new premises in 2009. It operates from a converted detached house in the village of Eardisley, in Herefordshire. All areas of the property, which has ramp access, are used while providing a childcare service, including the upper floor which is accessible only by use of the stairs. There are several enclosed areas available for outdoor play. The nursery serves the village and surrounding rural communities.

The provision is open each weekday from 8.00am to 5.30pm for 50 weeks of the year and children are able to attend for a variety of sessions. A maximum of 30 children under the age of eight years may attend the nursery at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage (EYFS). The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and provides funded early education for three and four-year-olds. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications to Level 3. One member of staff has recently achieved Early Years Professional Status. The provision receives support from the local authority and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All families are warmly welcomed into the nursery by friendly, approachable staff who demonstrate a genuine commitment to inclusion. Children are happy and relaxed, as they are respected and valued as unique individuals by staff who have an astute understanding of how to meet their diverse needs. Practitioners provide the children with a stimulating learning environment and plan a wide variety of meaningful activities for them to enjoy. Children are making good progress in their learning and development and there are effective working relationships in place with their parents. Systems to monitor and evaluate the effectiveness of the provision are currently being developed and the staff are beginning to use their self-evaluation to identify some areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure there are robust systems in place to obtain information from parents about who has legal contact with the child (Safeguarding and promoting children's

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- welfare)
- ensure that the request for written parental permission, at the time of the child's admission to the provision, to the seeking of any emergency medical advice in the future includes permission for any necessary emergency treatment (Safeguarding and promoting children's welfare).

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

- ensure that the risk assessment is rigorous and covers anything that a child may come into contact with
- develop further the existing self-evaluation systems to ensure that all weaknesses are identified and that priorities for development are implemented and monitored to continuously improve the quality of the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded due to all the staff working together as a team to promote most aspects of children's welfare, learning and development. Robust recruitment, vetting and induction procedures are in place to ensure the suitability of staff to work with children and all staff have a suitable understanding of their roles and responsibilities. Children are further safeguarded because the staff have a secure knowledge and understanding of child protection issues. The staff are able to identify possible signs and symptoms of potential abuse or neglect, have accessed relevant training and know the procedures to follow in the event of a concern being raised. All policies and procedures to promote child protection are in line with guidance from the Local Safeguarding Children Board. Written risk assessments are in place relating to most of the premises and these are used to help ensure children's safety both in and out of the premises and whilst on outings. However, not all toys, equipment and activities have been included and some potential hazards within the kitchen and toilet areas have not been identified. Therefore some risks have not been fully assessed, which potentially compromises children's health and safety.

Most of the documentation, which is required for the promotion of children's safety and welfare and the safe, efficient management of the provision, is in place as the information required to meet children's individual needs is gathered prior to them starting at the nursery. Their records are frequently reviewed to ensure their care needs continue to be met and their personal information is stored securely, reflecting the emphasis placed on confidentiality. However, there are two partial breaches of the EYFS welfare requirements, which potentially compromise children's safety and wellbeing. There is not a robust system in place to obtain information from parents about who has legal contact with the child, although parental responsibility is recorded for most children. Furthermore, although written permission is in place to seek emergency medical advice, it does not include

permission for any necessary emergency treatment.

A positive, happy atmosphere prevails throughout the nursery and the friendly, caring staff are well-qualified, experienced and highly motivated to develop their professional childcare practice through ongoing training and research. The manager involves all staff in the review and evaluation of her provision. Actions subsequently taken are mostly well-targeted to improve outcomes for children, which demonstrates the nursery's capacity for continuous improvement. For example, the improved outdoor environment is used effectively and creatively to support children's natural curiosity in their beautiful rural surroundings. Staff are well-deployed and any children with special educational needs and/or disabilities are able to fully participate in activities through the provision of additional adult support when necessary. Effective settling in procedures promote confidence and emotional security in the children, which enables parents to feel reassured. Parents are provided with good information about the setting through access to an attractive prospectus, policies and procedures, newsletters and display boards. Regular parental questionnaires, inviting suggestions and comments, allow parents to express their views on the provision. Through being made very welcome, parents and carers develop a good rapport with staff and they regularly exchange verbal and written information about the children. The nursery has suitable procedures in place to liaise with local schools, additional settings that the children may attend and other professional agencies. This helps to promote continuity of care for the children, and fosters a consistent approach to their learning.

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

Children are happy, confident and settled at the nursery. They make very good relationships with the staff and play harmoniously alongside their friends and peers as they learn to share, take turns and think about each other's feelings, which enhances the development of their social skills. The staff have a secure knowledge of the EYFS learning and development requirements and a good understanding of how young children learn effectively. There are suitable processes in place to obtain the starting points of each child and staff understand and act upon the children's individual needs and interests when they plan fun-filled, purposeful activities, which cover all six areas of learning and development. A good balance between adult-led and child-initiated activities ensures that children are appropriately challenged and they quickly develop independence and control over their learning through the strong emphasis placed on child-initiated play by the staff. This helps to excite and sustain the children's interest, motivates them to become active learners and consequently, they behave well and have a positive attitude towards learning.

Good quality toys, equipment and resources are stored accessibly so that the children can exercise independent choice and decision-making throughout the day and attractive displays of their work also help to boost the children's self-esteem and confidence. Staff interact with the children very well during activities as they skilfully know when to let the children direct their own play and when to sensitively provide support. They encourage the children to become independent thinkers and

provide many opportunities for them to take on responsibility. Children respond very positively to adults, as they listen to advice or guidance and often include adults in their imaginative play experiences. The staff make sensitive observations of the children as they learn through their play and maintain appropriate records of progress for each one, which include written observations, photographic evidence and examples of the children's work. This information is used to identify and plan for individual next steps in children's learning based on their abilities, interests and skills.

Children's communication and language skills are developing very well. For example, they confidently initiate purposeful conversations with adults and one another, keenly talking about their experiences and expressing ideas and opinions. They enjoy listening to exciting stories read to them by members of staff and they enjoy looking at books independently in the quiet literacy corner. They are also eager to join in with cheerful action songs and rhymes at different times during the day. Their understanding of written language is further promoted through seeing labels and picture captions around the rooms. Many opportunities to develop early writing skills, through the use of mark making materials, are available throughout the nursery and in various role play activities. Older children can successfully recognise the letter sounds that make up their name. Numeracy is embedded into the routines of the day with spontaneous and everyday activities used well to help the children develop good mathematical thinking, counting and problem-solving skills. Children use mathematical vocabulary with confidence, they develop their number recognition ability as they see numbers in the nursery environment and they learn about shape and size as they use puzzles and play games.

The well-resourced and extensive outdoor play areas are particularly enjoyed by the children, as they 'free-flow' between the indoor and outdoor environments. The gardens are well-established, with many mature trees, shrubs and bushes. Consequently, the children have opportunities to observe the changing seasons as they run around, climb on the play equipment and benefit from physical exercise in the invigorating fresh air. Sand and water play are available indoors and outdoors and children also learn how to grow and take care of plants and vegetables. They are delighted when they are able to prepare and eat their produce. As well as providing a captivating environment for physical play, the garden is also a calm and relaxing place for the children. They are given time and space to explore the resources, observe mini-beasts, play with their peers or simply absorb the soothing ambience of the garden as they look at books or draw pictures. Properties and textures of natural, manufactured and creative art materials are keenly explored by all children. Babies particularly love the tactile experiences of exploring jelly with their tiny hands and fingers and they enjoy using paint to create unique works of art. Older children cut and glue recycled materials to make models of aeroplanes and they decorate kites, which they then fly in the garden. Further creative abilities are developed through singing and musical activities, whilst the provision of good quality role play equipment encourages children's imaginative play. Their understanding of diversity and the society in which they live is developing through the use of multicultural play resources, discussions, activities and the celebration of world festivals or special events, such as Diwali, Christmas or Chinese New Year. This helps them to recognise and value the differences and similarities between themselves and others. Information Technology skills are being acquired by the

children through using CD players, various programmable toys or the computer and these resources enable them to build upon the skills that contribute towards their future economic well-being.

Suitable measures are in place to promote children's health as they are encouraged to eat nutritious meals and snacks, access drinks independently and adopt good personal hygiene routines. They know to wash their hands after personal care and before eating and they say that this gets rid of germs that may make them poorly. Children are actively encouraged to develop an awareness of how to feel and stay safe. For example, they are taught how to use play equipment and tools safely, to pick up toys when they have finished playing with them and how to evacuate the building sensibly, should an emergency arise. Children grow to understand and respect the need for safety rules, as staff reinforce and explain why the rules are in place.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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