

Bizz Kidz Nursery

Inspection report for early years provision

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Inspector Margaret Patricia Mellor

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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*.

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Description of the setting

Bizz Kidz Day Nursery Liverpool was registered under new ownership in 2009. It is one of seven privately owned provisions within Busy Nought to Fives Limited. It is based on the ground floor of an office building in Liverpool city centre. Children use four nursery rooms for their care, play and learning. All children share access to a secure, fully enclosed outdoor play area. It serves a wide catchment area.

The nursery is registered to provide care for a maximum of 63 children on the Early Years Register at any one time. It is open Monday to Friday from 7.30am to 6pm and provides an all year round service with the exception of a week at Christmas and bank holidays. There are 50 children on roll. It supports children who have English as a second language.

The nursery employs 10 staff to work with the children. Of these, one holds a National Vocational Qualification (NVQ) in management at level 5, and all staff are NVQ qualified at level 3 in early years. Additional staff are employed for cooking and cleaning. Staff receive support from Sure Start Services of Liverpool Children's Services, and the quality improvement adviser. They provide 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 enabling environment, where they are happy and content, and make good progress in their learning and development. Well developed knowledge of each child's individual needs helps staff to promote their welfare, and plan enjoyable and challenging activities for them. Children are kept safe and secure at all times, and enjoy learning about their local area and the world around them. Partnerships with parents are good and help to provide an inclusive environment that welcomes each child's individuality and unique qualities. The manager demonstrates plenty of commitment to continuous quality improvement, and is starting to use self-evaluation to drive ambition forward and promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to make observations and assessments of each child's achievements, and match these observations to the expectations of the early learning goals and use them to identify future learning priorities
- continue to develop the system for self-evaluation, which forms a basis of ongoing review and assessment, and which drives continuous quality improvement and enhances outcomes for the children.

The effectiveness of leadership and management of the early years provision

The nursery is managed well, and good systems are in place to ensure that children's welfare is promoted and safeguarded. Risk assessments and procedures for checking the suitability of adults who work with the children are robust and regularly reviewed. Staff understand their roles and responsibilities in the area of child protection, and are secure in their knowledge of the procedures to follow for reporting concerns. Six staff have a first aid certificate, and hygiene practices and over-shoes worn in the baby room help to minimise the risk of cross infection. Babies' and children's personal care needs and routines are respected, providing an environment consistent with home. Meals and snacks are well balanced and nutritious, and children learn about a healthy lifestyle through their daily routines, and regular physical exercise. Good organisation of the daily documentation also contributes to the safe management of the provision and children's welfare.

A strong emphasis is given to ensuring that every child is valued as an individual and their family members are actively involved. Staff enjoy positive relationships with parents, who comment that they are very happy with their children's care environment, activities and social development. Every child has a key person, and becoming familiar with their individual needs and what they already know is part of the enrolment and settling-in procedures. As a result, children make good progress in their learning and development, given their age, abilities and starting points. Well-written policies are included in the nursery prospectus, and ongoing sharing of information keeps parents well informed of their child's routines, activities and development. For example, information is shared through home link daily diaries, regular discussion, end of year progress reports and questionnaires, which welcome parents' views on the quality of care and learning offered.

Good attention is given to ensuring that the environment is welcoming and organised so children can choose toys for themselves and initiate their own play and learning. The manager is aware of the nursery's strengths, and is keen to promote better outcomes for children. Since registration all staff have accessed Early Years Foundation Stage training, and the outdoor provision is identified as a key area for future improvement, for instance. The manager is beginning to consider the views and thoughts of parents and staff to inform self-evaluation, and recognises that the procedure for ongoing review and assessment is in its early stages. This limits plans to drive continuous quality improvement forward. The manager and staff show good consideration for the limitations of the planet's environment. Toys are sustainable and staff teach children about recycling rain water in outdoor activities, and how to make models out of used boxes.

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

Children happily engage in their play in a warm, welcoming and enabling environment. They are very settled and content, and displaying their colourful paintings boosts self-esteem and helps children feel that they belong. Children

enjoy warm relationships with staff, who are very attentive, encouraging babies to play with the toys, and motivating older children's conversation and learning as they sit reading books with them. The indoor environment offers plenty of stimulation and interest, helping children to become confident and active learners. For instance, babies and toddlers show plenty of curiosity when exploring different textures, such as sand, water, wood, plastic or paint, and begin to make connections when they turn knobs to operate toys. Older children develop their mouse skills on the computer, and in the community extend their awareness of technology by pressing buttons to operate the 'green man' when crossing roads.

Good emphasis is given to ensuring an inclusive environment, and making sure all children are included. For instance, staff introduce cars into sand play to support boys' interests, and words displayed in children's home language help them and their families to feel valued. Respect for others is further fostered as children play with multicultural toys, push dolls in wheelchairs and celebrate different cultures. Children enjoy plenty of opportunities for exploration and discovery, and connecting with nature and the outdoors. They explore the seasons by creating an autumn table with leaves and fir cones they collect, and learn that the carrots they plant need soil, light and water to grow. They become aware of their local area with visits to the museum, and make a display of the big ships they see in the port. Children play cooperatively together, and toddlers develop the concept of sharing with sensitive adult support. Learning to care for others is also encouraged when children support charitable fundraising events, such as Children in Need.

Children thoroughly enjoy their play, and make good progress in their learning and development. They benefit from a knowledgeable staff team who plan a good balance of child-initiated and adult-led activities with a focus on enjoyment and engaging the children's interest. Outdoors, children freely experiment with measurements and quantities as they fill and empty different-sized containers with rain water, and number rhymes provide worthwhile opportunities to support toddlers' awareness of number. Children are making particularly good progress in their early literacy skills. For example, they confidently retell stories to their friends, and staff successfully use phonics to help children to link sounds to letters and recognise simple words, such as their name. Staff are responsible for planning for their key group children, and are using starting points, observations linked the area of learning to which the skill relates and discussions with parents to identify and plan for their next steps in learning and achieving. Every child has a profile in which information is recorded, although the assessment arrangements are not yet clearly linked the expectations of the early learning goals. An environment rich in numerals, plus free access to mark-making resources and participation in weekly French language sessions, also enhances children's skills for their future.

Children have plenty of space for active or restful play, and freely move with confidence in the nursery. Staff ensure all necessary steps are taken to minimise hazards, and help children become aware of keeping themselves safe when practising fire evacuation, for instance. Mealtimes are very social occasions, and fruit-tasting sessions nurture children's awareness of healthy eating. Toddlers become aware of personal hygiene through their natural daily routine, and washing hands is an enjoyable activity for them. Children learn to listen to their bodies as they help themselves to drinking water when thirsty, and develop good

levels of independence when setting the table and serving their own lunch. Outdoor play is a particular favourite and provides a variety of safe challenges for children. Negotiating space whilst peddling wheeled toys, climbing and learning to pass balls promote their physical skills and awareness of a healthy lifestyle.

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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