

# Busy Kids (NW)

Inspection report for early years provision

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**Unique reference number**

EY392314

**Inspection date**

19/11/2009

**Inspector**

Julie Firth

**Setting address**

7-11 Ann Street, Denton, MANCHESTER, M34 2GJ

**Telephone number**

0161 336 4982

**Email**

busybungalow@tiscali.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Busy Kids (NW) has been registered with Ofsted since 2007, but re-opened in 2009 as one of two nurseries run by a limited company. It operates from three converted houses in the Denton area of Tameside, close to motorway networks and shopping centres. Children are accommodated within six rooms and share access to outside play areas. Children have access to enclosed outdoor play areas. The nursery serves mainly the local area and children attend on a variety of placements.

The nursery operates from 7am to 6pm Monday to Friday for 51 weeks of the year. The nursery is registered to care for a maximum of 67 children on the Early Years Register only. There are currently 72 children on roll. The setting supports children who speak English as an additional language and those with special educational needs and/or disabilities.

There is a manager and 15 staff who work with the children, all of whom hold a National Vocational Qualification to level 2 and 3. The manager is undertaking level 4. There is a cook and cleaner on site. The setting receives support from Tameside Sure Start.

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

Overall the quality of the provision is good.

Staff have a secure awareness of the Early Years Foundation Stage (EYFS) and children make good progress in their learning. Children are extremely happily engaged and occupied in a highly stimulating range of play activities and experiences. Their welfare needs are well met. There is a good working relationship with parents and others involved in the children's care. They are fully consulted and involved and kept highly informed of children's daily routines, care and learning. The setting demonstrates a strong capacity for continuous improvement and is aware of key areas for further redevelopment.

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

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

- develop assessment to track children's progress across all six areas of learning and regularly review this approach
- provide more opportunities for children to calculate and to make more use of phonic knowledge as they attempt to write words.

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

Clear procedures are in place for the recruitment, selection and induction of staff, ensuring that children are cared for by suitable people. Staff questioned at the inspection have a clear understanding of the indicators of abuse and procedures to be followed should they be concerned about a child's welfare. Detailed risk assessments of the premises have been compiled and daily visual checks are carried out to ensure that children are cared for in a safe environment. The entrance to the building is effectively monitored and official identification documents are thoroughly checked before any person not known at the setting is allowed to enter. Effective staff deployment ensures that children are well supervised at all times. All the required documentation and consents relating to the welfare of the children are in place.

Both the manager and the owner work very well together to motivate staff and to drive improvement. As a result, there is a strong staff team who are well supported to access training to support their ongoing professional development. Procedures for self-evaluation are effective and used effectively to monitor the service provided. Future plans are well targeted. The setting has experience of working closely with parents and outside agencies to promote an inclusive and welcoming environment for children with special educational needs and/or disabilities.

The setting strives to provide an inclusive service for both children and their families. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result new children settle well, with the support of a good key worker system. Parents receive a brochure which details policies and procedures, giving them an appreciation of how the service works in practice. Planning is clearly displayed and parents are actively encouraged to contribute to children's assessment records and to attend parent evenings. They are well informed about current events through noticeboards and newsletters. Parents are very happy with the care afforded to their children. Links with other providers of the EYFS that children attend, such as the local school, contribute to a smooth transition for children.

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

Staff have a good awareness of the learning and development requirements of the EYFS and of the importance of learning through play. Children are becoming active learners because staff work extremely hard to make the learning environment accessible and appealing to children. A large amount of print is displayed and a good range of resources, which reflects children's interests, are set out each day into clearly defined areas of continuous provision. The staff provide a superb range of interesting and inspiring activities across all six areas of learning. There is a good, balanced curriculum being delivered to the children. Children have their own individual files which clearly indicate children making very good progress from the

baby room through to pre-school. Staff have good organisational skills and this enables the children to thrive, learn and play. Children move around their immediate environment with confidence and have the added luxury of freedom of movement between the indoor and outdoor play environments. Staff observe children at play and use this information to plan their next steps of learning. However, assessments do not contain enough detail to track children's development across all areas of their learning.

Children develop very good communication skills as staff engage with them, ask open-ended questions and listen intently to what they have to say. This encourages children to become independent learners and develop skills for the future. Staff share extremely warm relationships with the children and children are really happy participating in highly stimulating, fun activities. Babies receive lots of hugs and cuddles and staff meet their individual needs very well. New and interesting words are introduced to help develop children's language skills. Children thoroughly enjoy listening to a story as part of a group or reading on their own for pleasure. They choose a book on a planned visit to the library. However, there are few opportunities for pre-school children to attempt to write their names or familiar words on their own work. This results in children not always being stretched in this area of learning. Self-help skills are developing well, as children are encouraged to serve their own drinks at snack time, tidy toys away and hang their coats on the rail. Children are encouraged to identify shapes as they build models and to name colours as they paint. They learn to count, recognise numbers and the concepts of weight and size. However, they have few opportunities to calculate or problem-solve, resulting in the more able children not being challenged enough.

Many opportunities are made available to children to help develop their knowledge and understanding of the world. They learn about the life cycle of a frog, grow their own potatoes, melt ice, look at the weather and observe stick insects. They show good concentration as they investigate objects using a magnet. Children talk about their families and create a frieze made up of photos and portraits of their own siblings and parents. They enjoy singing their favourite rhymes, dancing and making sounds with musical instruments. There is an extremely good emphasis on creative play. Children are involved in a wealth of arts and crafts, such as making bird feeders and painting poppies for Remembrance Day. Babies are given opportunities to touch shaving foam, gloop, pasta, custard and jelly, enhancing their sensory development. They have lots of experiences to promote their heuristic play. Children thoroughly enjoy the time they spend outside, developing many aspects of their learning as they engage in imaginative role play and explore the varying textures of sand, water and soil. They balance on the fixed equipment and ride on wheel toys, and babies reach out and attempt to walk around their room. A rich range of planned activities and resources ensures that children learn about the cultures and beliefs of others.

The premises are well maintained, warm and clean. Good hygiene routines are followed and children openly talk about the importance of washing their hands to get rid of germs. Meals provided are well balanced and the nursery works with parents to ensure any dietary needs are met. The nursery employs a cook who works alongside the owner offering children a varied menu, including vegetarian options. This is clearly displayed in the entrance of the nursery. Good manners are

promoted and staff act as good role models with a consistent, positive approach. As a result, children are beginning to manage their own behaviour; for example, by learning to take turns and to share resources. Children clearly know what to do in the event of a fire and emergency evacuation procedures are practised with the children. To further promote children's safety, children are made aware of the potential dangers of the road when out on trips and through planned activities in the nursery.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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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