



## **Busy Nought to Fives Ltd.**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY266317
<b>Inspection date</b>	30 January 2006
<b>Inspector</b>	Janice Shaw / Joan Isabel Madden
<b>Setting Address</b>	Billington Close, Great Sankey, Warrington, Cheshire, WA5 3TA
<b>Telephone number</b>	01925 790 655
<b>E-mail</b>	
<b>Registered person</b>	Busy Nought to Fives
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Busy Nought to Fives Ltd. is a privately owned nursery that opened in November 1999 and re-registered in 2003. The nursery is located in Great Sankey, Warrington. Children are cared for in a purpose built single-storey building with seven group-rooms. There are three fully enclosed outdoor play areas.

There are 116 children on-roll of whom 37 receive nursery funding. The nursery opens 5 days a week, Monday until Friday from 07.45 until 18.00 all year round,

except for bank holidays. The nursery caters for children who have special needs and who speak English as a second language.

There are 28 staff employed to work directly with the children and half of these have early years qualifications. Four staff are working towards a recognised qualification.

The nursery is a member of the National Day Nursery Association and receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Young children's emotional wellbeing is satisfactorily supported as staff are sensitive to their needs and offer good support, such as a cuddle when coming into nursery and help and encouragement with an activity. Sleep and rest times are arranged around children's home routines which helps to provide continuity of care and helps to make children feel settled. In daily routines children are learning about healthy lifestyles, helping them to become aware of their own needs with regard to eating, sleeping and hygiene. Children are protected from infection and cross-contamination through good hygiene routines which are clearly established and consistently followed by all staff. Clear procedures for recording accidents, administering medication and sick children are understood by all staff, shared with parents and are effective.

Meal times are relaxed occasions where children and staff sit together around the tables to enjoy their food and each other's company. They gain an understanding of the importance of eating a healthy diet through the provision of nutritious and balanced meals and snacks. However, during meals and snacks they are not given sufficient opportunities to make choices and develop their independence skills. Children help themselves easily to accessible drinking water throughout the session and many children under three can successfully recognise their own beaker.

Children develop a positive attitude to physical exercise. Children have good opportunities to play outside in large play areas with grassed and hard standing surfaces. They are able to move around spontaneously, learning how to negotiate space and move freely with pleasure and confidence. However, insufficient emphasis is put upon children learning physical skills. Younger children delight in the challenges presented to them when they skilfully steer wheeled toys around the outdoor play space. They develop their large muscles when they make good attempts to move up the climbing frame.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children and parents are warmly greeted as they arrive. They are cared for in well maintained, spacious and clean premises. Children benefit from a good amount of

space indoors and outdoors which is mostly used effectively by staff. They access a safe and suitable range of resources which are regularly cleaned. Children under three do not have sufficient access to resources that support domestic type imaginary play.

There are good, effective systems for keeping children safe and secure. Regular risk assessments are conducted, recorded and action taken when needed. Children are supervised by a good ratio of staff-children, who are alert to their needs and any potential safety hazards. An effective arrivals and departure registration procedure is not in place which places children at risk should an emergency occur. When playing in the fully enclosed outdoor play area, children clearly enjoy their play and where they learn to consider the safety of others in a supportive environment as they play in a car or kick a ball. Staff do not have use of comfortable adult chairs to use when holding and feeding children under two.

The safe collection of children is ensured as all staff follow clear procedures and know parents and their family members well. Children are well protected as the provision has a satisfactory understanding about their role and responsibility with regards to child protection issues. All relevant information and contact details to safeguard the welfare of children is in place.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children benefit from their time in the nursery, constantly talking and playing with staff who give good attention to extending children's social and listening skills. An established key-worker system ensures that children are cared for by familiar staff and by people who know them well. Children enjoy an appropriate range of activities and experiences, including opportunities for rest and relaxing activities and outdoor experiences, such as feeding the ducks at a nearby pond. Children show good levels of concentration in small groups and in one to one situations.

Young children develop a sense of self and others when examining their faces or watch their body images change in low-level mirrors. They look with interest at the many photograph displays around the nursery, pointing out themselves and their friends. Topics, such as 'All About Me', provide opportunities to compare hair and eye colour and for children to talk about their homes. They respond positively to praise, support and encouragement and have a reasonable amount of opportunities to be creative and imaginative. Staff are good role-models for the children and as a result young children are beginning to distinguish between right and wrong. They are encouraged to share, take turns and be kind.

The planning for children under three has recently started to focus on the Birth to three matters framework, although staff are not sufficiently knowledgeable about it's content, nor have the confidence to put it into practise effectively. The manager has identified this as an area for development.

### **Nursery Education**

The quality of teaching and learning is satisfactory overall. Staff are enthusiastic and keen. They remain calm, positive and consistent throughout the day and are therefore suitable role-models for the children. Children respond well to the staff and are well-behaved and motivated. Throughout the Foundation Stage they experience a varied, structured routine that includes snacks, meals, group time, outdoor play, story and singing time. There is also a sensible balance of adult-led and child initiated activities helping to promote the children's learning.

Overall the staff's knowledge and understanding of the Foundation Stage is satisfactory. The interaction of some staff with the children demonstrates that they have a secure knowledge of the Foundation Stage. They are confident and experienced, but this is not consistent throughout the provision.

Planning relating to the theme is developing, but it is sketchy, as it doesn't sufficiently cover the range of learning outcomes that can be gained from activities. Often, only one learning outcome is identified for one activity. Planning is not consistently in place for other adult-led activities that are not connected with the theme. There are plans for free play displayed around the room helping staff to guide the children's learning and acquisition of skills effectively during free play activities. However, this is not consistent throughout the Foundation Stage provision.

The assessment system successfully links to the stepping stones and early learning goals. However, not all the children's records are kept up-to-date. This is the case particularly for new children to the setting. Assessments are not yet used to effectively plan the next stages in the children's learning, to challenge more able children and support less able children. However, children who have special needs are generally well catered for as they are supported well by specifically appointed staff. Staff work well with outside agencies gaining advice and guidance on how to support these children.

Children are happy and settled. There are positive practices in place that help to motivate the children and promote their confidence and self-esteem. They proudly receive stickers for the reward chart and enthusiastically point out their names on the birthday chart. Children happily play together and comfortably initiate conversation with staff and visitors. The effectiveness of staff interaction with children varies, but there are many occasions when skilful open-ended questions engage the children in conversation and promote their knowledge. The children are learning appropriate behaviour and the need to take turns and share. At circle time children know it is their turn to talk when they have the teddy. They are encouraged in helping to tidy up at appropriate times throughout the day, helping them to care for their environment. Generally, children are able to choose from a reasonable range of resources. However, at times this is restricted which sometimes results in them not always being involved in activities and limits their opportunities to make choices and become independent.

Overall children have satisfactory opportunities to develop language skills. They talk to each other and staff sharing their news. They happily join in with songs and rhymes helping them to develop an awareness of rhyming words. Children's names and common words are displayed around the rooms enabling the children to associate print with meaning. The successful practice of the children having a

self-registration scheme further promotes their reading skills, although not all children take part in this. Some children are able to write their own names and initials. Generally, children experience a variety of mediums to develop their writing skills. Some enjoy incorporating writing into their role-play as they 'make appointments for animals to see the vet' and 'write up their case notes'.

Children make use of some high quality, wooden maths equipment to promote matching skills, recognition of numbers and counting. Many children can count objects to five and some to beyond ten. Engaging equipment encourages the children to develop their calculating skills as they attempt to balance scales using numbers that match. Some children further promote these skills by singing number rhyme songs. This involves them in calculating how many were left each time one goes away. Children spontaneously use mathematical language to describe the bears as they sort match and count.

Children's knowledge and understanding of the world is increasing through topic-work. In the theme 'All About Me', the children compare similarities and differences as they grow and how our needs change. Through the present theme the children are learning to identify different animals and their characteristics. However, the children have insufficient opportunities to explore objects. They build using a range of construction kits allowing them to discover how pieces join together and are able to operate simple programmes on the computer. Using their own individual photograph albums children talk about themselves, people and events in their lives. They take walks into the local area to learn about their environment. Insufficient emphasis is put upon children showing an interest in the cultures and beliefs of others, and resources do not sufficiently promote the wider world.

Children are developing their creative skills through a reasonable variety of experiences. They spontaneously engage in role-play and small world play. Children respond to the theme of animals through drawings, paintings, printing and collage. An example of this is the display of their freehand drawings depicting their pets.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff build caring relationships with the children which enable them to feel safe, confident and valued within the nursery. Frequent praise and encouragement enable children to develop confidence and self-esteem as they test out their social skills within the security of the nursery. Staff manage children's behaviour through a calm, positive approach. Children are well-behaved, responding to the high expectations of staff. Staff support younger children in sharing, turn-taking and to understand how being kind to others prevents children from being hurt. Individual education plans are devised for children if concerns have been raised regarding their progress. These are sensitively incorporated into group activities to avoid children being singled out. Children's awareness of the wider world is not sufficiently supported by activities and resources.

The partnership with parents is satisfactory. Information is shared with parents before children join the nursery and good settling in procedures are in place. Children's

progress and daily events are discussed informally with parents at the end of each session. Parents speak highly of the provision and in interviews they did not raise any concerns. At a recent parent's evening they were well informed of the curriculum that their children follow and the activities that their children take part in. However, incomplete assessment records hamper parents in being well-informed of their children's progress. Notice-boards in the pre-school room and the entrance hall keep them up-to-date with current themes and events in the nursery. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the nursery is satisfactory. Children gain confidence and respond positively to daily routines which provide consistency and familiarity in their lives. The organisational plan ensures that the children experience a worthwhile and balanced day. The importance of children's welfare is acknowledged by all staff and good ratios are maintained at all times. Good systems are in place for maintaining the required children's documentation and this successfully underpins the care that they receive. Systems are reviewed regularly.

Staff are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of attention and support. Staff are warm and caring towards the children and spend their time playing and talking with them, which encourages their language development. Organisation of space, time and resources is generally good promoting positive outcomes for children's safety, care and learning. Children are cared for in a positive and supportive environment which effectively promotes their social and emotional development. There is a successful key-worker system that helps the children to feel secure and have a sense of belonging.

Recent changes in the organisation of the nursery have brought about improvements and staff morale is improving. However, there are still inconsistencies in the provision in the Foundation Stage. Staff who work with children under three do not have a sufficient knowledge and understanding of the Birth to three framework to enable them to put it into practise effectively.

Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Following the last inspection there were two actions raised.

To ensure that suitable contingency arrangements are in place to cover emergencies and unexpected staff absences, and sufficient suitable staff and volunteers are available to cover staff breaks, holidays, sickness and time spent with parents. To ensure that there is a system for registering staff attendance on a daily basis, showing hours of attendance. There is suitable contingency arrangement in place for staff absences. The manager is supernumerary and the nursery also use an agency

for additional staff. Currently the nursery is operating above minimum standards for staffing. A satisfactory staff register is in place, with staff arrival and departures accurately recorded.

Following the last nursery inspection staff were required to improve the assessment system and provide more opportunities for children to learn about the wider world. The assessment system now successfully links to the stepping stones and early learning goals. However, not all of the children's records are kept up-to-date. Insufficient emphasis put upon children showing an interest in the cultures and beliefs of others and resources do not sufficiently promote the wider world.

### **Complaints since the last inspection**

Since the last inspection Ofsted have received four complaints.

11/04/05 Ofsted received concerns regarding safety in relation to wires attached to a fish tank and hygiene in relation to a rabbit hutch in the toddler room. These concerns relate to National Standards 6 – Safety and 7 – Health. The provider was asked to investigate these concerns and report back to Ofsted within seven days. The provider reported back that action had been taken to re-position the fish tank at a higher level resulting in the wires being inaccessible to children. The rabbit hutch is now kept outside during operating hours. We are satisfied that the provider has taken appropriate action to address these concerns. The provider remained qualified for registration.

08/07/2005 Ofsted received concerns regarding National Standard 11 - Behaviour and National Standard 12 - Working in Partnership with Parents and Carers. An Ofsted Early Years childcare inspector conducted an unannounced visit to the provision on 18 July 2005. Ofsted are satisfied that the provider remained qualified for registration.

20/09/2005 Ofsted received concerns relating to National Standard 8, food and drink, in relation to a child's dietary requirements, National Standard 7 - Health, recording and reporting the incident to the parent, National Standard 12 - Working in Partnership with Parent's & Carers and National Standard 14 - Documentation - Ofsted not being informed of a significant event. A childcare inspector visited the provision on 3 October 2005. Actions were raised and satisfactorily met by the registered provider. The provider remained qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children's arrival and departures are accurately and efficiently recorded
- provide adult furniture in all rooms where children under two are cared for to enable staff to hold and feed babies comfortably
- provide children with sufficient resources and activities that will promote their awareness of the wider world
- provide children under three years with access to a broader range of resources that will support domestic type imaginary play, including dolls, cots and buggies
- ensure that all staff have a sufficiently secure knowledge and understanding of the Birth to three framework to enable them to put it into practise effectively.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- encourage children to operate more independently within the environment particularly during free play activities and at meal and snack times
- ensure all staff are secure and confident in their knowledge and understanding of the Foundation Stage
- further develop planning to link more activities to learning outcomes
- ensure assessment records are completed and used effectively to plan the next stages in the children's learning, to challenge the most able and support less able children
- provide the children with more opportunities to explore objects, textures and space.

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