



## **Bizzie Kidz Ltd**

Inspection report for early years provision

**Unique Reference Number** EY235941  
**Inspection date** 27 March 2006  
**Inspector** Teresa Ann Clark

**Setting Address** 357 Wilmslow Road, Fallowfield, Manchester, M14 6XU

**Telephone number** 0161 257 2577

**E-mail**

**Registered person** Bizzie Kidz Ltd

**Type of inspection** Integrated

**Type of care** 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 inadequate - notice of action to improve. The registered person does not meet 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?

Bizzie Kidz Ltd is a privately owned day nursery. It has been registered since 2002. The nursery operates from a large converted Victorian semi-detached house in the Fallowfield area of Manchester. The nursery has sole use of the property and operates on three floors. There are four play rooms and a secure outside area which has grassed, concrete and soft surface areas.

A maximum of 40 children may attend at any one time. The nursery is open from 07.30 to 18.00 Monday to Friday all year round except for Christmas and bank holidays. There are currently 28 children on roll, of these, 3 are in receipt of nursery education funding. There are no children attending with special needs or who have English as an additional language.

The nursery employs eight staff to work with the children. The manager is supernumerary and most staff hold appropriate childcare qualifications. The nursery receives support and training from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is inadequate.

Children generally learn about simple hygiene practices as part of the daily routine. For example, older children wash their hands before eating and after using the toilet. However, children's independence skills are not encouraged in the under two unit, because staff lift children up to the sink in the play room to wash their hands. Soap is not always used to ensure children's hands are free from germs and this sink is also used to wash children's cups before snack time which poses a risk to children's health. Staff take some measures to protect children's health, such as, hygienic nappy changing procedures and wiping of tables before and after children eat. An effective sick child policy ensures children are protected from the spread of infections.

Children's health is compromised due to some poor hygiene practices, such as, the kitchen and outdoor area not being clean. Children's bedding is left to dry over radiators in the play rooms and dummies are left on shelves uncovered. The bathroom is not always stocked with sufficient toilet paper to ensure children can use toilets safely and paper towels are stored in a bin without a lid. Written parental consent is not always obtained before medication is administered to children. This poses a risk to their health and safety.

Children are developing an understanding about healthy eating. They enjoy a variety of nutritious snacks and meals which promote their growth and development. They have their appetites satisfied because they can help themselves at meal times to meet their own needs. Children's individual dietary requirements are well met because staff consult with parents. Children are offered water and milk at meal times, but water is not readily available to all children throughout the day. As a consequence, children are not able to keep themselves refreshed and hydrated.

Children enjoy regular physical exercise and fresh air through outdoor play sessions where they access bikes, climbing opportunities, balls and hoops. Walks in the local area help children to recognise exercise as a healthy life-style choice. Babies sleep and rest in accordance with their individual routines, helping to maintain their good health. However, babies are not always held whilst bottle feeding. This prevents them from feeling secure and poses a risk to their health.

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

The provision is inadequate.

Children are cared for in a warm and friendly environment. Children's work is attractively displayed promoting their self-esteem and confidence. The front entrance is secure so children are unable to leave the premises unsupervised and safety gates ensure young children do not access the stairs. But the doors in the under two unit are not closing properly and radiators are too hot which are hazards to children's safety. Staff complete risk assessments, however, these are ineffective because risks are not always identified. The outdoor area is not safe due to low-level cable not fastened securely, a loose drain pipe and grids accessible to children, one of which collects water when it rains. Sharp edges of the sand cover canopy are at children's height and there is no hot running water in the children's bathroom. These issues put children's safety at risk.

Children's safety is also compromised due to inadequate supervision of children in the under two unit. Toddlers freely move from room to room and pose a risk to non-mobile babies. A toddler walks about with a rolling pin in each hand and hits a baby on the head. Children's safety is at risk because fire safety records are not accurately maintained. The fire log does not show that fire drills are practiced at regular intervals. Children are learning to keep themselves safe when using the stairs. They line up and take their time, using the rails to keep themselves steady and safe.

Children benefit from a good amount of space indoors and outdoors which is used effectively to provide a range of activities and play experiences for children. They access a suitable range of resources including a good range of natural materials, which are safe and organised to promote children's independence skills.

Children are suitably protected from harm or neglect because staff understand their role in child protection and are able to put appropriate procedures into practice in the event of any concerns.

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

The provision is satisfactory.

Children benefit from their time in the nursery. They are happy and form good relationships with staff who spend time talking and playing with them. An effective key-worker system ensures that children are cared for by familiar staff. Babies respond well to the warm interaction from staff with smiles and clapping. Children enjoy a balanced range of activities both indoors and outdoors, which support their overall development and learning. Staff are developing their knowledge of the Birth to three framework. They provide continuous provision of natural materials in both areas of the nursery, which encourage children to explore using all their senses. The babies respond well to this area, and enjoy exploring and investigating the range of interesting objects and materials. Although staff are using the framework to plan activities, assessments do not clearly show children's progress or identify gaps in their learning or development. Consequently planned activities are not based on the

needs of children to help them acquire new skills and knowledge.

## Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals because they enjoy a suitable range of activities planned to promote their learning. The children are settled and confident in the nursery environment. The organisation of the room and resources provide a stimulating environment, which helps children become independent as they make choices about activities. Staff are warm and caring which creates an atmosphere in which learning can be developed. They support children well during their play and generally use effective question techniques to challenge children's learning. Staff have a satisfactory understanding of the Foundation Stage and use their knowledge to plan a broad range of activities across the six areas of learning. They observe and assess children's learning and collect samples of work for individual portfolios. However, the assessments are ineffective in showing children's progress towards the early learning goals and do not clearly identify gaps in children's learning. As a result planning is not based on children's individual needs or used to guide teaching.

Children show increasing independence as they freely select resources and initiate their own play and learning. They display good levels of concentration as they engage in activities such as painting and sand play. Children develop their communication skills well, for example at circle time. They are encouraged to take turns speaking and listening to each other when sharing news. They select familiar books, look at them independently then ask adults to read them a story. They learn to recognise their names on self-registration and on their placemats at meal times. They link sounds to letters as they find which letters make up their name. However, letters of the alphabet displayed in the playroom are inaccessible to children which limits their use in supporting children's learning.

Songs and rhymes help children to learn about number. They are beginning to understand how many children can play in an area, for example two children at the paint easel and two at the craft table. Children talk about how old they are and display three fingers to show their age. Children sort and match using a variety of equipment. They know some names of shapes and use language of size during their play. But staff miss opportunities to help children develop their counting skills during everyday activities and routines.

Children enjoy walking in the local community to develop an awareness of the local environment. They learn about the roles of people who help them through visits from the Police and Fire Officers. Children show an interest in living things, for example, the spider found in the outdoor area. They learn about change through cooking activities and the light and dark theme. Children have insufficient resources to build and construct and few opportunities to explore and investigate objects, such as, magnets and magnifying glasses.

The creative area provides the children with some good opportunities to explore different media and materials and express their own thoughts and ideas in different ways. They paint pictures of the hungry caterpillar and their favourite fruit. They create their own animal collage pictures using a variety of different textures. They use

a range of techniques, such as bubble and splatter, to create their own pictures. Children's creativity is a strength of the nursery and displays show good examples of children's work.

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

The provision is satisfactory.

Staff build caring relationships with the children which enable them to feel safe and secure. Staff find out about children before they start at the nursery to ensure their individual needs are met. Although children learn about different festivals and celebrations through planned activities, there are insufficient resources which help children to gain an understanding about the wider world.

Children's social, moral, spiritual and cultural development is fostered to a satisfactory standard.

Children are generally well behaved. Older children share and take turns with resources and understand that they must line up when using the stairs. They respect the environment as they help tidy away toys. The use of praise and encouragement promotes children's self-esteem and confidence. Younger children are not always given clear explanations about their behaviour, for example, staff ask children to get down and stop climbing without explaining the reasons why. As a result children are not learning about the effects of their behaviour.

Partnership with parents is satisfactory. Positive relationships are observed between staff and parents across the nursery. Parents value the daily verbal communications with staff and speak positively about the care provided. Parents are warmly welcomed into the nursery and receive good quality information. This includes information about the education provision. Regular newsletters, activity sheets and a Parents' forum ensures they are involved and informed about their children. Progress reports at the end of each year inform parents about their child's achievements. Parents are comfortable and relaxed in the nursery as they stay with their children until they are settled and volunteer to help out in the nursery.

### **Organisation**

The organisation is inadequate.

Effective systems are in place to ensure staff working with children are suitable. There are clear policies and procedures within the nursery. But these are not always followed to ensure children's safety and welfare. The records of children's attendance are not kept up-to date, which puts children at risk. The organisation and deployment of staff in the under two unit is not effective in meeting children's needs and poses a risk to children's safety. The movement of children between the two rooms and noise levels prevent activities taking place to meet the needs of young babies. Overall the provision does not meet the needs of children who attend.

Leadership and management is satisfactory. Staff receive regular support to improve

the quality of the education provision. The manager has identified areas for improvement and action plans are in place. The nursery receives regular support from the Foundation Stage consultant which has a positive impact on children's learning. The areas within the pre-school room have been reorganised and staff are monitoring children's use of the new areas. The staff access regular training to promote their professional development. For example, staff have used their knowledge from training on the Birth to three framework to provide an increased range of sensory and malleable activities, which children thoroughly enjoy.

### **Improvements since the last inspection**

At the previous inspection the provider was required to address recommendations to develop the learning environment for children under two years, to ensure children were allocated a key member of staff and to update the child protection policy.

The nursery has made some improvements to the under two unit. The environment now includes a range of resources and activities to provide stimulating and interesting activities for children, including a sensory area. A key worker system is in place which ensures children are cared for by a familiar member of staff. The child protection statement now includes the procedures to be followed in the event of an allegation against a member of staff. This contributes towards the safety and well-being of children.

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

Since the last inspection there has been one complaint made under National Standard 2 (Organisation). Ofsted carried out an unannounced visit and actions were raised. The provider responded appropriately to the actions and remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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, the registered person **must** take the following actions:

- review the organisation and routines in the under two unit and ensure staff are clear about their roles and responsibilities
- take steps to promote children's safety and prevent accidents both indoors and outdoors and ensure fire drills are carried out regularly and recorded in the fire log
- obtain written permission from parents before administering medication to children
- ensure the premises and equipment are clean and take positive steps to prevent the spread of infection
- ensure babies are held whilst bottle feeding
- ensure fresh drinking water is available to children at all times.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### **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):

- develop assessments of children to clearly show their progress and identify the next steps, use this information to inform the planning and teaching
- use everyday activities and routines to help children count
- develop resources for children to explore and investigate and improve resources for children to build and construct
- make the letter display more accessible to children so they can use it to support their learning.

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