



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200522

DfES Number: 548780

INSPECTION DETAILS

Inspection Date	29/09/2004
Inspector Name	Sheila Dawn Flounders

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	BIZZY TOTS DAY NURSERY
Setting Address	CHURCH ROAD LONG ITCHINGTON SOUTHAM WARKS CV47 9PN

REGISTERED PROVIDER DETAILS

Name	Mrs Jane Beverley Chamberlain
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bizzy Tots Day Nursery opened in 2000 in the former village school premises in the centre of Long Itchington. They have four base rooms within the nursery, with a separate dining room, messy play room, kitchen, two sets of toilet cubicles, nappy changing areas and staff facilities. There are also two fully fenced garden areas. The proprietor also operates a separate facility for babies up to 18 months a mile away on the outskirts of the village and a newly opened pre-school unit in the hall next door. The nursery serves the village and surrounding area.

The nursery is open from 8.00 to 18.00 on weekdays for 51 weeks of the year. They are able to offer sessional or full day care places. There are currently 52 children on roll in the main nursery, including 9 funded three year olds. Children attend the main nursery from approximately 18 months until 3 years 6 months.

There are 18 staff working at the main nursery. Most of the full time staff hold an Early Years qualification. The nursery have support visits from an advisory teacher from the Early Years Childcare Partnership.

How good is the Day Care?

Bizzy Tots Day Nursery provides good care for children. There are high levels of qualified and experienced staff, who are encouraged to continue training. The premises is warm and welcoming, with ample space for the children. This is well organised to meet their needs with separate base rooms for each age group, flexibility over transfer to the next group and a range of resources at child height. All necessary policies, procedures and permissions are in place, although some amendments are needed.

Security is a priority and access to the premises is monitored to keep children safe. Internal safety is regularly reviewed, most risk assessments are in place and satisfactory levels of supervision maintained at all times, including sleeping children. Fire safety requirements are met, although no one is trained to use the extinguishers. Staff promote health and hygiene well, ensuring that children's

personal hygiene is cared for. Many staff are trained in first aid and they act in the child's best interests if they are ill, informing parents as soon as possible. Freshly prepared meals are provided with care taken to meet special dietary needs.

All children have access to a balanced range of age appropriate activities, which cover all areas of learning. With younger children emphasis is placed on creative and physical activities and they are all given opportunities to try out new experiences, explore and become involved in their play. The staff interact very well with the children throughout the nursery, they treat them all as individuals, including those with special needs and encourage good behaviour.

The staff work hard to meet the needs of all children and their parents, most make positive comments about the ways they are informed about their daily activities and overall progress. There are newsletters, open evenings, daily opportunities for discussions with key workers and written information provided for all children, with planning displayed for older children.

What has improved since the last inspection?

Not applicable, no actions were set at the last inspection.

What is being done well?

- Children have access to a good physical environment, which is centred around their needs. There are two separate outdoor areas, enabling two groups to go outside at once. Each age group has their own brightly decorated and airy base room, with age appropriate resources and also access to the shared art area and the communal dining room.
- Children throughout the nursery are happy, feel secure and behave well. They are mainly confident when engaged in challenging activities and well supported when trying something new.
- Staff interact very well with all the children. They know all those attending and are able to move into another room or group with ease. They get very involved with the children's practical activities and share their enthusiasm with the children.

What needs to be improved?

- the reviewing of current risk assessments when new equipment is added
- training in the use of the fire extinguishers
- the obtaining of a signature after medication has been given
- the Child Protection policies, to ensure staff take action directly if necessary.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>

<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure risk assessments are reviewed when new equipment is added to the nursery.
6	Ensure the fire officers recommendations are met including undertaking of training in the use of the fire fighting equipment.
7	Keep a written record signed by parents of medicines given to children.
13	Ensure that all staff are able to implement the Child Protection policies and procedures.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and of good quality and children are making generally good progress towards the Early Learning Goals, with particular strengths in knowledge and understanding of the world, physical development and creative development.

The teaching is generally good, with staff having some knowledge of the early years curriculum despite only limited experience with this age group. They have basic plans in place, which includes focussed activities and free play, covering all areas over time. They also detail learning intentions, but do not evaluate fully to see if these are achieved. Staff use a variety of appropriate methods with the children, including some very good story telling. They give them time to extend play and encourage them to try something for themselves before offering help. Staff act as positive role models, whilst remaining alert to children's interests as a result of this children behave very well. Children's assessment books detail what they have learnt, including examples of their work, but do not show what they need to do next.

The settings leadership and management is generally good, with the manager and proprietor both usually on site. They have appraisals, hold regular meetings with the staff and oversee the planning and offer support in all areas, enabling them to have a mainly realistic view of their strengths and weaknesses. They ensure that staff attend cluster meetings and welcome in the advisory teacher and are very committed to improving their provision.

The nursery has a very good partnership with parents. A new induction pack has been introduced to explain the early years curriculum when children move through into the pre-school room. Parents have many opportunities to discuss their child's progress and to share what they know via daily contact, parent's evenings and seeing their observation books. They are shown details of the current planning and encouraged to send in relevant items from home.

What is being done well?

- Children are given time to develop their play, being allowed to spend a whole session at one activity if they wish. Staff are sensitive about when to offer assistance or when to leave them to explore their own ideas.
- Activities provided are appropriate to the age and stage of development of the children attending, who are only in this unit until approximately three years six months. Most are based on the principles of learning through play.
- Staff have a very good rapport with the children. Their enthusiasm provides the children with a positive learning environment.

What needs to be improved?

- the staff's knowledge of the stepping stones
- opportunities for children's personal independence
- visual reinforcement of children's names
- the planning, to show the evaluation of activities
- the assessments, to show what children need to do next.

What has improved since the last inspection?

The nursery has made generally good progress since their last inspection, having achieved most of what they were asked to do. They have 'reduced the number of formal activities' and introduced more play-based opportunities, with children able to self-select resources. They were asked to provide particularly for a range of construction opportunities, which children now have access to on a daily basis. They were also asked to improve the programme for creative development in art and design and role play and by using a widening range of materials. This has been achieved by ensuring that creative opportunities are provided in all topics, with a art area created within the nursery and children having access to a wide range of materials. The role play area is also a permanent fixture of the pre-school room and the various role play scenarios are well resourced with realistic props. Finally they were asked to improve the effectiveness of their assessments, to use the information to inform planning and to show adaptation for differing stages of development. They have partially achieved this by using more personalised assessments, but need to continue to identify what children need to move onto next and to record the adaptation of activities on the plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and motivated, confident at speaking in circle time activities or joining in with stories. They are able to concentrate well, are aware of the group boundaries and are beginning to show concern for others. They engage in social conversations at snack time and form strong friendships, showing their ability to take turns when playing outside. They have opportunities to self-select resources, but are not able to pour their own drinks or access the toilet independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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They are able to talk together and with adults, with appropriate language modelled in role play situations. They are beginning to talk about what they are doing and are aware of the need to keep quiet, such as when listening to instructions in music sessions. They all enjoy rhymes and listening to stories, when they join in the refrain. However they have few books available for free choice reading and only limited sight of their own names. They practise pre-writing skills daily when painting.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children concentrate appropriately on numbers up to five, although some count higher with correct names in the correct order. This knowledge is not reinforced and used for practical purposes such as how many cups are needed. They are introduced to addition and subtraction through rhymes and practical games. Words such as opposite, big and medium are used frequently in general activities. Children copy patterns to make a zebra crossing or construct a model and they match items by colour and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have time to explore and investigate when playing in the sand or constructing for a long period with the interstar set. They have good access to a range of construction activities, mainly independently. They are able to use the computer and access other technology such as telephones or walkie-talkies in role play. They confidently talk about places they have been and their homes and families. They experience a variety of local visitors in connection with their topics.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have good experience of large movements when playing outside or with some of their action rhymes. They have a good awareness of space, some moving to give themselves room to lie down when doing 'dingle, dangle scarecrow'. They have been introduced to healthy eating via a recent topic on food and various body parts in songs. They use a wide variety of large and small equipment on as daily basis, with increasing skill shown when handling rulers, chalk, construction materials or climbing.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have access to a wide range of media and materials in two and three dimensions. They enjoy making collages, feeling the texture of sand or making a zebra crossing and traffic lights. They access music or singing on a daily basis, with most able to tap out a rhythm on instruments or move in time to music. They are able to use their imaginations in a permanent role play area, presently as an accident department, or during general play and express their ideas through craft activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase opportunities for name recognition
- increase opportunities for personal independence
- develop the planning and assessment process, to include evaluations of the main activities and to show what individual children need to do next
- ensure that staff working with funded children have sound knowledge and understanding of the Early Learning Goals, particularly the relevant stepping stones for this age group.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.