

Busy Lizzie's Ltd

Inspection report for early years provision

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Inspector Christine Clint

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Busy Lizzie's Ltd registered in 2007. It is a privately owned nursery and offers before and after school care including holiday care. The provision is situated in a residential area of Chichester in West Sussex. The setting has use of one large scout hall with toilet, kitchen and storage facilities; there is a covered patio area for outside play leading to a full size grass area with paths. The provision serves the local and surrounding communities and is open from 7.30am until 5.30pm each week day, throughout the year. The nursery is registered for 28 children on both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 83 children on roll, 54 children are in the early years age group. This includes children attending the after school and holiday play scheme. The nursery provides funded educational places for two, three and four-year-old children. There is support for children with special educational needs or disabilities and for children and parents who speak English as an additional language. Children attend the setting for a variety of full day care and for various session times.

The manager holds a Foundation Degree in Early Years Care and Education and the deputy manager has a National Vocational Qualification at level four in early years childcare and education. There are currently nine other practitioners who work with the children, seven staff hold relevant level two and level three child care qualifications. The setting receives support from the local early years network and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider has a strong awareness of promoting individual choice for children and encouraging learning through continual freely chosen activities. There are very effective systems in place to develop and maintain close partnership with parents and other carers. Staff show a high level of awareness and understanding of children's individual needs and staff training is a priority. Improvements have been completed since the last inspection and clear systems are in place to evaluate and raise quality across many areas of the provision, although not all regulations are met to fully promote and maintain children's welfare.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing which includes an assessment of required adult to child ratios (Safeguarding and promoting children's
- 10/02/2011

welfare)

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

- provide records of all accidents since the last inspection and ensure that all treatment is recorded

The effectiveness of leadership and management of the early years provision

Children's safety is well managed during the sessions because there is a high ratio of staff to children and close supervision is included for the younger children attending. Staff are diligent in ensuring the entrance door is continually supervised during arrival and departure times and a safety chain is used at all times. A full record of risk assessment is annually recorded and there are increased checks of the outside play area because of ongoing building work and previous accidents; a daily record book shows that all outdoor hazards are checked. However there are no records to identify the risks or hazards to children on outings or at school collection times and this is a requirement of the regulations to ensure children's safety is assessed in advance.

The provider has a clear knowledge and awareness of child protection and full procedures are in place. All staff follow a planned induction and this includes attending child protection training. Clearly defined systems are in place for staff clearance and all

Documentation is available; staff have annual appraisals and peer observations are included regularly across the provision. The provider has organised systems available to record complaints and is aware of the regulatory duty to show any parent or Ofsted on request. All requirements for fire safety are in place and procedures are displayed; children and staff practise fire evacuation regularly. There are planned systems for recording all accidents, although the treatment given is not always included and some accident records are not available for inspection.

There is strong leadership and effective team work. Key staff have specific responsibilities for children and the childcare offers daily planned activities; these are focussed on aspects of learning and linked with children's individual needs for development. There are organised and planned improvements taking place to the premises and ongoing training is continually included, to maintain staff knowledge and understanding. Regular evaluations of the activities show that staff are prepared to drive improvements and raise the quality of children's experiences.

Children have ample choice throughout the day to take part in a wide variety of play opportunities. The setting is created daily and some activities are changed as the day progresses to meet the needs of children attending. Children are fully encouraged to freely choose activities for most of their time in the setting; coming together for lunch time only and making clear choices for indoor or outdoor play, or joining in with story time. Children in the early years age group who attend after

school, also make their own decisions about activities and create their own spontaneous play. The provision shows a clear commitment to narrowing the achievement gap, by fully expecting all children to have the same choices throughout the session. For example, children who show less physical ability are fully encouraged to join in with balancing on the large wooden blocks and they are well supported. There is fully recorded information about each child and this shows their starting points and ability levels, including any individual, cultural or language needs. The setting shows very effective routines for helping children and parents who are learning English. Children have a good range of opportunities to widen their experiences and learn about diversity.

There are very successful partnerships with parents and staff show that a high level of contact is maintained on a daily basis. Parents can take advantage of the flexible attendance times, which provides substantial opportunities for regular dialogue and exchange. Parents have completed questionnaires and show strong support for the freedom of choice for children and the daily outdoor play provision. Parents are keen to confirm their support and full satisfaction with the care and learning their children receive. They are very aware of the records of children's progress and have frequent opportunities through planned meetings to add any achievements from home or comment on their children's learning and development. There are newsletters, photographs of staff and a daily board for sharing information. Parents are welcomed and enter the setting on a daily basis, they are encouraged to attend or take part in sessions; there are planned procedures for settling children.

The provider has established links within the community especially with local schools when children transfer; information is shared and children's records of learning are also transferred. Daily links with local schools are well maintained during delivery and collection routines for early years children. There are well organised systems for assessing students on long term placement and close working relationships are maintained within the early years network.

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

Children have substantial freedom to choose from all the activities on offer, they move freely throughout the session, making continual choices and asking for help or involving staff when needed. Children show that they have growing confidence and they are encouraged to learn the daily routines to promote independence. For example, becoming responsible for personal care and managing this, making choices at snack time and learning to pour their own drinks. There is a time line of pictures to show children the routines to be followed. Children are learning to self-register and link their own photographs with their written name, there are also named pegs for coats. Children often follow each other's choice and become excited when role play is introduced, they dress up and wear police hats and fluorescent jackets, they also pretend they are space men and talk about being in a rocket; children show enthusiasm and offer ideas for play with each other.

Children are encouraged to learn about managing their own safety and staff use full explanation before going outside, because there is still building work being completed and children are confined to the patio. Children show that they understand when staff question them, they readily respond and confirm why they must not go past the line of chairs. Older children show that they are able to repeat this to the younger children. Children learn about safety when crossing roads with staff on outings or school delivery and collection. They are also learning to manage indoor safety by not running and through taking turns to balance on the large wooden blocks.

Children can use the quiet area at any time and read books alone or with staff, they can rest on the low bed if they are tired. There is regular access to the computer and a timer is available to encourage turn taking. Children also know where the camera is situated and they ask for this during their play. Children are learning about healthy diets through the varied fruits provided at snack time, they are often offered different foods to taste and to widen their experiences. They are fully encouraged to wash hands and to learn about the importance of hygiene. Children's health is promoted through daily opportunities for fresh air and physical exercise, children are also learning about how to dress for colder weather. Children are encouraged to keep warm whilst playing outside, they practise rhythm by playing a variety of musical instruments and sing with staff.

Children have many opportunities to play together or individually, they are beginning to understand about sharing play resources and taking turns. They are happy to sit together at lunch time and learn about socialising and to join the group 'going on a bear hunt' because they have ample free time generally to make decisions about their play. Children construct with the large wooden blocks, they use trucks and lorries to travel around the pretend road and create storylines for rescue when vehicles fall off. Children make pretend cakes with play dough; they show a good understanding of quantity and can count readily. They fully understand the need to celebrate birthdays and this encourages children who are learning English to repeat words with confidence.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met