

# Bizzy Tots Day Nursery

Inspection report for early years provision

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**Unique reference number** EY374001  
**Inspection date** 13/01/2011  
**Inspector** Tracey Boland

**Setting address** The Church House, Bilton Road, Rugby, CV22 7LU

**Telephone number** 01788 817386  
**Email** office@bizzytots.com  
**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*.

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## **Description of the setting**

Bizzy Tots Day Nursery opened in November 2008. The setting is privately owned and managed and is one of four within the same organisation. It is located in the village hall in Bilton in Rugby. It serves the local and surrounding areas.

The nursery is registered on the Early Years Register. There are currently 52 children on roll. The group opens five days a week during term time. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions.

The setting currently supports children with special educational needs and/or disabilities, and who speak English as an additional language. There is direct access to the setting and the baby room is on an elevated level with access via a small stairway.

The setting employs 12 members of childcare staff. All but one member of staff holds appropriate early years qualifications to National Vocational Qualifications Level 2 or 3. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children happily enter the setting and are fully included in interesting, well-planned activities. Staff have developed good links with parents and carers, and methods of communication are strong. Children are keen and motivated to learn in a bright, stimulating environment. The manager and staff have a clear idea of the setting's strengths and areas for improvement and systems are in place to ensure continued improvement.

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

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

- review the risk assessment to include hygiene, cleanliness and minimising the risk of cross-infection, with regards to potty training procedures
- support children in using a range of Information Communication Technology to include cameras, photocopiers, CD players, tape recorders and programmable toys in addition to computers.

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

Children's safety is protected well because staff are deployed effectively both indoors and outdoors. They keep risk assessments up to date to minimise the potential for any accidents and visual assessments are made each day. Hygiene

routines are in place although staff are aware of the need to re-evaluate the bathroom routines for children undertaking potty training. Staff demonstrate a good understanding of safeguarding and child protection policies. Evacuation procedures are in place and children become aware of the routine to follow as they practise the fire drill regularly. Comprehensive policies and procedures are fully implemented to ensure children's safety and are reviewed to ensure all current practices and legislation is included. Robust staff recruitment and vetting procedures are in place and children are not left unattended with unvetted adults. Collection procedures are carefully followed by parents and security within the setting is good.

Partnerships with parents and carers are very good. Parents are delighted with the care provided and the professionalism of the staff team. All the parents spoken to say that the nursery is a warm, nurturing and stimulating place where their children are involved in a wide variety of activities and play experiences. Staff involve parents in the children's learning through informal discussions and parents' meetings. They value their views and keep them well informed of special events and activities through newsletters, the parents' notice board, their website and through daily communication. Strong links have been formed with outside agencies and sensitive support for children with special educational needs and/or disabilities is maintained.

Management and staff within the nursery work very well together and meet regularly to share their views and ideas. Time is spent discussing the planning to ensure it meets the needs of the children. Staff demonstrate a commitment to continually develop their knowledge and skills through ongoing training. Systems for self-evaluation are effective and the views of parents and children are taken into consideration when identifying priorities for planning and areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. In particular, sensitive observational assessments are made of the children and the information used to plan for their future individual learning needs, relationships have been formed with other settings that children attend and communication systems are good to ensure children receive continuity of care. One action was raised relating to risk assessments which has been addressed. In addition, staff recognise the need to develop ICT resources and activities. Children's understanding of diversity and the wider world is actively encouraged and all children are fully integrated in activities. They make effective use of a wide range of resources to meet the needs of the children. Staff have formed very good relationships with the children and the interaction between them is excellent. They sensitively support those with special educational needs and/or disabilities. Staff work well together as a team and demonstrate a good capacity to improve.

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

Children have good opportunities to learn and benefit from being cared for in a warm, welcoming environment. Activities are well planned and organised and children make good progress across all areas of learning. They are well supported

in their play and enjoy learning about countries around the world, trying new foods and celebrating cultural events such as Diwali, the Chinese New Year and Easter. Children talk about their similarities and differences and complete observational drawings of themselves which encourages discussion further.

Children are very well behaved and learn to take turns and share play resources with one another. Very good relationships have developed between the children and they actively seek out their chosen friends. They are enthusiastic and motivated by the wide variety of activities and actively self-select resources which are stored at low level. All children respond well to the care and support of staff. Babies are supported well by staff who ensure their individual routines and preferences are known and respected.

Children develop a good understanding of keeping healthy and safe. They learn simple safety rules and access equipment safely. They learn about healthy lifestyles and foods that are good for them. Children enjoy making lists of foods they need for their cooking experience, identifying them in the local shop, paying for them and bringing them back to complete their cooking activity. They learn about different foods, what they look like, colours and the country they are from and also start to learn about the value of money which all helps to develop their skills for the future. Children learn the importance of their own safety and benefit from visits from people in the local community that help us, such as the police and fire service, and understand rules of safety within the nursery environment, such as no running indoors. Children realise the importance of exercise and move actively around the outdoor play area, using their bodies with control and coordination. They recognise the differences to their breathing and heartbeats after they have been active and understand the importance of drinking to stay hydrated

Children of all ages enjoy a good variety of activities and are eager to become involved. They make informed decisions with regard to their play, choosing the resources which are stored at their height. Children enjoy regular physical activity and have daily access to the outdoor play area. Children use small tools and equipment when playing with the play dough which they make themselves. They measure the ingredients out, continually developing their numeracy skills, use a variety of utensils when making the mixture and monitor the differences as it is cooked. They enthusiastically explain how they make the dough and how they cook it in the microwave.

Babies' physical development is developing well as they actively reach for and seek out resources which are placed near them and they enjoy the opportunities to pull themselves to standing on sturdy furniture. The baby area has low-level boxes of resources with lots of soft cushions and surfaces to enable the children to move safely at all times. They are supported at all times and relationships with the babies are good. Staff encourage their language by repeating words in their everyday routines.

Overall, children develop their independence well in this setting, and are well prepared for future learning.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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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