

# Busy Kids

Inspection report for early years provision

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**Unique reference number**

EY291747

**Inspection date**

20/01/2011

**Inspector**

Charlotte Jenkin

**Setting address**

Busy Kids, The Leaze, Bromham, CHIPPENHAM, Wiltshire,  
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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 Kids is based in a large mobile building set within the grounds of the village school. It offers a breakfast club, pre-school sessions, after school club and holiday club for 50 weeks of the year. During term time the opening hours are 8am to 6pm and 9am to 4pm during holiday weeks. Children attend from the local village and surrounding area.

Busy Kids is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 30 children under the age of eight years. There are currently 35 children in the early years age group on roll in the pre-school and two early years children in the breakfast and after school club. Children have access to a playroom, smaller activity room, toilets and an enclosed outdoor area. They also have use of the school hall, playing field and play ground.

Seven members of staff work with the children in the pre-school and all have a relevant level 3 qualification. Two members of staff run the after school club and they both hold a relevant level 2 and 3 qualification. The pre-school accepts nursery education funding for three- and four-year-olds. The pre-school receives support from the local authority. They support children with special educational needs and/or disabilities and those learning English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual needs well met in the pre-school by warm and enthusiastic adults who know them extremely well. Adults prioritise children's safety and promote their good health highly effectively. Partnerships with parents and others involved in children's care promote consistency of care and support children's learning and development well. Adults are committed to developing their practice and evaluate the provision, successfully, highlighting areas for future improvement. However, they do not always specifically focus on how these improve outcomes for children.

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

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

- improve the experiences offered to children for problem solving, reasoning and numeracy. Use more frequent observations to clearly show children's progress in this area of learning and identify the next steps to further support their learning
- develop further the outdoor area in order that children have access to different experiences, in all of the six areas of learning
- encourage parents to review their child's progress records regularly and

contribute to their learning and development.

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

Children's safety and well-being is fully promoted by adults who have an excellent understanding of safeguarding issues. They are fully aware of the safeguarding policy and procedure and have an in-depth knowledge of child protection. Risk assessments are highly effective in identifying and minimising potential risks to children and daily checks ensure the indoor and outdoor environments are safe. All required documentation is in place to fully promote children's health and safety in the provision. All policies are implemented consistently by staff and shared with parents. Recruitment procedures are robust and ensure that adults working with the children are suitable, well qualified and experienced.

Children benefit from the solid partnerships staff have with parents as staff gain information from parents regarding children's starting points and share regular feedback on their development. Parents receive regular information regarding planned activity topics and are encouraged to become involved in their children's learning. They contribute their ideas to the development of the provision and improvements are made as a result. Parents are also encouraged to contribute to their child's assessments; however, this is not yet fully established. Close links with the local school and frequent use of their resources aid the transition for children when they move on to school.

Adults are very aware of children's individual needs and adapt practices well to accommodate these. All children learn Makaton sign language to ensure those who are less confident in their verbal communication are fully included in the provision. Good arrangements are in place to support children with special educational needs and/or disabilities and for those children learning English as an additional language. Adults liaise closely with other agencies to ensure consistent methods are used to promote children's development so they can reach their full potential. Children have access to resources that reflect their backgrounds, such as dual language labels and books, which celebrate diversity in the provision.

Children play in a welcoming and stimulating environment where they can see photographs of themselves on various name labels round the room, as well as bright displays of their work. This fosters their self-esteem. Children have access to a wide range of toys and resources that are well organised to promote their interests, as well as their learning. They also have free access to the outdoor environment. However, the use of the outdoor environment is not fully developed to offer activities that promote all six areas of learning. Children benefit from high adult to child ratios and effective staff deployment, which ensures they are well supported during their play.

Staff work together well as a team, sharing roles and responsibilities, and are well supported by the chairperson of the committee. This has enabled them to concentrate on meeting the children's needs and further improving the provision. Adults attend regular training and make the most of development opportunities,

implementing new ideas into their practice. They evaluate the provision and have successfully identified some areas for improvement, including the outdoor area. However, they do not always focus on the impact their improvements have on outcomes for children.

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

Children enter the provision with confidence and are warmly welcomed by adults. They quickly join their peers and engage in the activities available to them. Children sit quietly and concentrate when appropriate. They enjoy making music, joining in with songs and games, demonstrating their willingness to learn new skills. In the 'Dark Den' children actively investigate the various resources, including torches, which they shine against the sides of the den and explore the various properties of light.

Children develop their enjoyment of books through interesting story times where adults use props and puppets to engage their interests. Subsequently, children independently select books, hold them correctly and talk about the pictures. Adults support children's learning well through interaction and good use of questioning to encourage their thinking and learning. When outside, children show an interest in the frost on top of the ride on cars. Adults make marks on them and ask the children what they look like, which in turn encourages children to make marks and patterns. Children have free access to outdoors and participate in a range of activities, including making dens and growing plants and vegetables. Children speak confidently in large group situations and are keen to share their personal experiences with adults and peers. They talk about what they would like to be when they grow up. All these experiences help them develop good skills for the future.

Children have excellent opportunities to develop their physical skills. They have weekly sessions with a sports coach in the school hall, where they play various games. This enables them to use and move their bodies in various ways and develop skills when using equipment such as balls. Children also have the use of the adventure playground, which offers them a wealth of opportunities to develop their upper body strength, balancing and climbing skills.

The good range of activities and experiences help children to make good progress towards the early learning goals in most of the six areas of learning. Children are involved in the planning process and give their suggestions and ideas for activities. These are recorded by the children through drawings and mark-making, and adults ensure these requests are responded to. Children's development is monitored through regular observations and assessments that detail what children know, understand and can do. There are clear steps for children's future learning and development. However, this is not the case with regard to their problem solving, reasoning and numeracy where observations are not regular enough to fully demonstrate children's progress in this area. Also, staff miss opportunities to promote this as children go about their play and engage in routine activities.

Children enjoy healthy nutritious snacks. They make fruit smoothies and talk about the ingredients, how they look, taste and where they come from. Adults role model excellent hygiene routines and this helps children become confident and independent with regard to their personal hygiene. Children demonstrate a good understanding of how to keep themselves safe. They discuss the fact that the ice has made the playground 'a lot slippery', so they need to walk and not run. Children listen to instructions and behave in ways that do not put themselves or others at risk from harm. Children learn to value one another, knowing one another's differences and including all children in their play. They know the rules of the pre-school and respect these. Adults as very good role models help children to learn the importance of forming good relationships with adults and peers. They share and take turns, and play well together cooperatively.

## 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	1
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	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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