

Busikids Limited

Inspection report for early years provision

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Inspector	Jacqueline Munden

Setting address	Upper Northam Drive, Hedge End, Southampton, Hampshire, SO30 4BG
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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*.

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Description of the setting

Busikids Nursery is a limited company. It opened in 1997 and operates from a converted house in the Hedge End area of Southampton. Children access a secure enclosed outdoor play area. The nursery serves the local community and the surrounding areas. It opens from 8.00am to 6.00pm, Monday to Friday for 51 weeks of the year.

The nursery is registered on the Early Years Register to care for a maximum of 72 children at any one time. There are currently 122 children on roll aged from three months to four years. The nursery receives funding for the provision of free early education to children aged three and four years. It supports children with special educational needs and/or disabilities, and who speak English as an additional language.

There are 27 members of staff who work with the children. Of these, 16 hold relevant childcare qualifications at Level 3 and above and five at level 2. A further four members of staff and an apprentice are training towards a relevant Level 3 qualification. The manager and her deputy are supernumerary and working towards the Early Years Foundation Degree. A development worker is employed to support staff and to advise on the curriculum planning for the Early Years Foundation stage. The nursery also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The clearly defined and supportive management structure of the nursery provides effective leadership to the enthusiastic, well qualified team of staff. Therefore the setting operates efficiently providing all children with a safe and inclusive environment to play and learn. Overall, their welfare and development are promoted well which is supported by strong relationships forged with parents and others involved in children's care. Rigorous, self-evaluation prioritises areas for development which results in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the planning of play and learning experiences provided increasing opportunities for babies to be outdoors and for children aged under three years to develop skills in information, communication and technology
- further develop systems of observation, assessment and planning to enable

- children's progress to be tracked to fully complement their learning and development
- check that all toys and equipment are clean and well maintained to fully promote children's good health.

The effectiveness of leadership and management of the early years provision

Management and staff work cohesively to provide a welcoming and nurturing environment for children and their families. High regard is given to ensuring children are kept safe at all times. Risk assessments are used effectively to provide a safe and secure environment both inside and outdoors. For example, staff are vigilant and use the video surveillance of the main door which effectively ensures only those permitted, enter the premises. Children are well safeguarded due to the robust recruitment and vetting procedures ensuring all adults are suitable to work with them. Appropriate procedures are implemented should they have a concern regarding a child in their care. A comprehensive range of policies and procedures are in place and underpin the setting's good practice. Children's health is generally promoted well as effective hygiene routines are followed in the nursery such as when changing children's nappies. However, some resources and equipment are not clean and some flooring shows signs of wear. Children benefit from a varied menu of home cooked healthy and nutritious meals. The nursery demonstrates a positive approach to sustainability as fresh produce is purchased from local farm shops and butchers and the waste products from preparing vegetable is composted and used in the garden.

Since the last inspection and the recent appointment of a new manager, the nursery has been active in evaluating the provision. Effective systems are in place to identify areas to improve. Staff attend regular meetings to share practice and support from outside agencies is welcomed. Parents are invited to comment and children offer ideas of what they would like to do. Feedback is collated and used to devise action plans demonstrating a clear vision for the future and a strong commitment to driving improvement. For example, weaknesses in the emergency evacuation procedure were identified and addressed to improve fire safety in the nursery, and meetings are planned to provide more information to parents about the Early Years foundation Stage and how it is implemented.

Staff are deployed well in the nursery and work efficiently around the setting ensuring that children are supported and supervised at all times. The nursery has a bank of staff to call on to provide cover when needed which provides good continuity of care and helps children feel secure. Children benefit from the vibrant and easily accessible environment, particularly in the pre-school. The outdoor areas offer a wide range of play and learning opportunities; an area has been developed to allow for its use in all weathers. These areas are used very well throughout the day by all children although the babies only tend to go outdoors in fine weather. Overall, a wide range of resources are provided to meet the developing needs of all children. However, those aged under three years have little opportunity to develop skills in information, communication and technology.

Equality and diversity is promoted well. Some resources, books and displays reflect those from different cultural backgrounds and with disabilities.

All children are valued and their individual needs are catered for well. Appropriately trained staff support children with particular needs and work closely with parents and other professionals to ensure their needs are met such as speech and language therapists. Children with English as an additional language are supported well with words in their home language being used. Staff sign in Makaton to aid children with all types of communication difficulties. Strong relationships forged with parents secure children's good progress. Effective measures are taken to involve parents in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with staff frequently to discuss their child's needs, interests and progress. Parents report they are very happy with the high level of care their children receive and the progress they make. The setting liaises effectively with other providers of the Early Years Foundation Stage that children attend which complement their learning and development.

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

All children are happy and settled in the nursery. The effective key person system ensures they feel secure and that their individual care and welfare needs are met well including those with any additional needs. Overall, systems used to observe children's progress, and to plan for the next stages in their learning and development are implemented well although their ongoing progress cannot be tracked to ensure all aspects are fully included. The learning environment ensures all children can take part. They freely and confidently move around selecting where and what to play with. Resources are made accessible and ensure all can take part at their own level of development. For example, children use various wheeled toys, some that require pedalling and some that can be sat on and pushed along with their feet. In each of the rooms staff plan a good range of adult led activities to promote selected areas of learning and to meet certain children's planned next steps. Staff are enthusiastic and interact purposefully with children helping them to learn and develop.

Babies benefit from being held when being bottle fed, and being cuddled and comforted when needed which ensures they feel safe. Those developing walking skills are supported well as they pull themselves up on the furniture and toys around them. Babies enjoy interesting activities that are provided such as cooked spaghetti. They relish exploring the texture and taste as they develop fine motor skills picking up pieces carefully and then putting their hands in the tray. Young children listen intently to stories being read and happily join in the actions when singing rhymes. Children enjoy the many opportunities for creative play concentrating intently as they dab cotton buds dipped in paint carefully on paper. They learn about the colours being used as they do so. Children aged two to three years are lively and eager to play. They excitedly take part in music and movement sessions, learning to control their bodies. They start to learn about numbers as they use coins in the shop.

Older children learn good skills for the future both indoors and outside. They demonstrate great confidence and independence as they move around, selecting activities and initiating their own ideas. This ensures all children are motivated to learn and make good progress. For example, some show an interest in making a café in the role play area. Soon, menus are made and the table laid ready for customers. Children make and serve drinks and food becoming absorbed in their play. Boys use notepads to write down peoples orders which shows their understanding that writing has a purpose. Many children write their own names and use numbers skilfully to play games and solve problems in every day situations. For example, they work out how many chairs are needed for a group activity. Children develop good IT skills when using the computer and programmable toys. The natural world is discovered as children hunt for creatures examining them with magnifying glasses and as they grow cress seeds. Children learn about the wider world as they take part in activities to celebrate festivals such as Chinese New Year when they taste traditional foods. An extremely well resourced creative play area in the pre-school room allows all children a free reign in exploring and experimenting with a wide range of materials. Children show a great sense of achievement as they draw a circle, cut it out and proudly stick it into their development record. Children create models with dough that has glitter added to it.

Children play a very positive contribution to the setting. For example, they are fully involved in making choices and offer ideas for play. They learn great respect for each other through learning to play collaboratively and manage their own behaviour as they learn to take turns. Staff provide good support to enable this through effective role modelling and offering strategies such as using a sand timer at the computer. Children benefit from a well planned range of adult led activities such as woodwork. They learn to keep safe and follow procedures wearing protective goggles and handling tools such as saws correctly. Children learn to keep healthy through talking about and growing foods that are good for them. They become hardy and resilient as they play outdoors in the fresh air and develop muscles.

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	2

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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