

# Bizzy Tots Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	200522
<b>Inspection date</b>	04/03/2011
<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	Church Road, Long Itchington, Southam, Warwickshire, CV47 9PN
<b>Telephone number</b>	01926 817827
<b>Email</b>	bizzytots@btconnect.com
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Bizzy Tots opened in September 2000. The setting is privately owned and managed and is one of four within the same organisation. It is located in Church Road, Long Itchington and serves the local and surrounding areas.

The nursery is registered on the Early Years Register. There are currently 111 children on roll. The group opens five days a week for 51 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities. There is direct access to the building via a ramp with facilities for disabled users throughout.

The setting employs 24 members of child care staff. All but one member of staff holds appropriate early years qualifications to NVQ 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 arrive into the setting. Their care and welfare needs are promoted well and their individual needs respected. They enjoy a wide variety of activities that encourage them to progress and their independence is encouraged in most areas. Concise information obtained from parents about their children and their needs enables staff to plan effectively. Staff demonstrate a good understanding of safeguarding procedures and steps are taken to ensure children's safety is maintained. Partnerships with parents and other professionals involved in the children's lives are excellent and children's every changing needs are consistently and effectively met through their cohesive working.

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

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

- allow children to develop their independence further and serve their own food at mealtimes.

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

Children's welfare is consistently safeguarded through staff's clear understanding of their role and responsibilities in relation to protecting children in their care from abuse and neglect. Their knowledge and understanding of the various signs of abuse and how to respond is good. Routines within the setting ensure that children

are not left unattended with unvetted adults and thorough recruitment and induction processes ensure the suitability of staff. Detailed, written policies and procedures are shared with parents that effectively reflect the good practices in place within the setting.

Risk assessments are completed for all areas of the setting and staff undertake daily visual checks to ensure children's continued safety. Consistent routines are in place that effectively promote children's good health and well-being and staff and children follow clear procedures to prevent the spread of infection. Valid first aid certificates are held by staff and clear recording for medicines and minor accidents are completed and countersigned by parents.

Staff are proactive in their approach to equality and diversity and children from different cultural backgrounds attend the setting. Children access an abundant supply of resources that positively reflect race, culture, gender and disability and pictures and posters are displayed throughout, which enhance this further. Children's individual needs are consistently and effectively met and staff take time to get to know each child and their family. All required documentation is held within the boundaries of confidentiality. Behaviour is very good. Staff are good role models and praise and encourage children in all they do. Consistent practices encourage children's feeling of security and confidence.

The effectiveness of the setting's engagement with parents, carers and other professionals involved in the children's lives is outstanding. Relationships are excellent and parents speak highly of the competence of staff, the quality of care provided and their delight at the relationships that have been formed with their children. They are kept informed and involved in their child's ongoing development and feel confident that their child's needs are being met effectively. Links with other agencies, such as, the local authority, health professionals and the Area Special Needs Coordinator are firmly established and support children's ever changing additional needs effectively.

Children enter a bright, welcoming environment where their art work is displayed throughout. Photographs reflect the children involved in an excellent variety of activities which encourages them to recall and talk about their day with their parents. Equipment, furniture, toys and materials are well maintained, clean and safe. Staff are vigilant at all times to ensure children's continued safety. Children enjoy meals and snacks that are freshly prepared each day and respect individual dietary needs and preferences. Children enjoyed curry, rice and peas for their lunch and meal and snack times are a happy social occasion and drinks are freely available. Children have some opportunities to help themselves to foods but this is not a consistent practice, therefore, their independence skills are not continually encouraged.

The nursery's capacity to maintain continuous improvement is good. Staff and management discuss future plans for the nursery and their views are sought through staff meetings and appraisals. Staff continually enhance their practice through the ongoing training they attend.

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

Children happily enter the setting and settle well into the activities provided. They are involved in a wide variety of learning experiences and opportunities and are actively engaged and involved. Firm relationships have been formed between staff, children and their peers and interaction is excellent. Staff actively seek as much information about each child from their parents, enabling them to plan effectively to meet their needs which enhances partnership working. Observations of children at play are evaluated and the information used to enable staff to plan for their individual needs and their future learning needs. Children move freely and confidently within the areas available to them and staff organise the rooms into specific areas, for example, role play, ICT and a relaxed book area where children's enjoyment of books is encouraged. Resources are in ample supply and stored at child height, enabling them to make informed decisions and choices with regard to their play.

Staff ensure that appropriate resources challenge children's learning across all areas, are stimulating and encourage their natural curiosity. Children learn about safety and the need to be healthy through discussions, consistent routines and activities, for example, washing their hands after using the toilet, messy play and before meals and snack time. They learn the importance of being healthy and that exercise is good for their bodies. They enjoy football training, climbing and using a variety of wheeled toys and equipment, thereby developing their control and coordination. They use small tools and equipment when planting and growing seeds and bulbs, when painting and during cooking activities where they are actively involved in mixing, stirring and rolling out dough and ingredients.

Children are excited and intrigued by the worms and insects they find in the garden. Staff help to move mats revealing all kinds of creatures that they collect, count, observe and use magnifying glasses to look, in more detail, at their bodies and the ways they move. Their understanding of the living world is further enhanced through the topics they complete, for example, learning about and naming the various parts of a plant.

Staff have a consistent approach to managing behaviour and are good role models for the children. Clear boundaries are in place within the setting and children respond very well to requests made of them. Praise and encouragement is given to all of the children and parents are encouraged to write down and share the good things their children have done at home and place it on the 'wall of praise'.

Children of all ages are developing skills for the future and enjoy using the computer, electronic activity toys and resources. Older children learn to use the mouse with ease and the programmes available are adapted to meet the individual needs and abilities of the children. The younger children enjoy the lights and music by pressing buttons, shapes and figures on their resources. They thoroughly enjoy listening to favourite books and stories and join in with familiar text and rhymes. Children use their imagination through the use of role play and dressing up.

Children's understanding of diversity and the wider world is encouraged through the activities and celebrations that take place throughout the year. Children learn about different countries and customs and are actively involved in cooking activities that relate to them, where they have the opportunity to weigh measure and mix the ingredients whilst observing the changes to the mixture through the cooking process. Positive images are displayed throughout the setting and booklets are made that show the children involved in the celebrations, which they are able to access at all times and reflect on what they have learnt. Children enjoy physical play both indoors and outside and learn about the importance of eating well and being active.

## 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	1
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

<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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## **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