

Busy Bodies Leyland Ltd

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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 Bodies Nursery opened in 2008 and is one of three settings operated by the same company. It is based within a children's centre in the Leyland area of Lancashire. All areas are easily accessible as they are at ground level.

A maximum of 34 children under eight may attend the setting at any one time. The setting is open from 8am to 6pm each weekday for 50 weeks of the year. There are currently 63 children attending who are within the Early Years Foundation Stage. The setting receives funding for early education. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery currently supports a number of children with special educational needs and those who speak English as an additional language.

The setting employs 12 members of staff. Of these, all hold appropriate early years qualifications to Level 2 and beyond including Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage. Children's safety is paramount and they are safeguarded exceptionally well. Self-evaluation and targets for improvement are well thought out and the setting has a good capacity to maintain continuous improvement. Partnership with parents and others are excellent and have a positive impact on outcomes for children. The required documentation is in place and policies and procedures are implemented effectively to improve children's health and well-being.

What steps need to be taken to improve provision further?

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

- develop further children's opportunities to experience daily outside play
- develop observation, planning and assessment methods to consistently include children's individual next steps in learning.

The effectiveness of leadership and management of the early years provision

Children's safety is of high importance in the nursery. Staff have an excellent knowledge and understanding of signs of abuse to be aware of and also the correct reporting procedure to follow with any concerns. Highly effective links with other agencies involved in protecting children are in place. Robust recruitment

procedures are followed and all staff have been appropriately vetted. Comprehensive risk assessments and daily checks to all areas of the nursery ensure risks are effectively minimised and children play in a safe and secure environment.

Effective methods for self-evaluation are in place. Staff and parents can comment on the nursery and suggest ideas and improvements. Target setting is realistic and staff are encouraged to develop their skills and knowledge by increasing their qualifications or attending training on a variety of topics, for example inclusion and safeguarding. The vision of the nursery is shared at staff meetings and staff are included and given responsibilities for different areas, for example the outdoor environment to bring about improvements for children.

Resources are deployed exceedingly well, providing children with an environment in which they have lots of choice and independence in what activities they select. The outdoor environment is vibrant and provides children with a wealth of play and learning opportunities across the curriculum, whether it be using torches to hunt for minibeasts under cover or developing their imagination in the numerous role play areas.

Children with special educational needs or who speak English as an additional language are well supported by staff who gain all the necessary information to meet their individual needs. Excellent partnership working with other professionals, such as, speech therapists ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential.

Comprehensive information is provided for parents, through newsletters, noticeboards and daily discussions each day. Partnership with them is highly effective and they have a excellent opportunities to be involved in their children's learning and development, for example through parent's evenings, or invitations into the setting to talk about their culture with the children.

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

Staff have a good knowledge and understanding of the children's individual needs. They provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do, however these observations are not consistently used to plan for children's individual next steps in learning. Children are keen to learn and freely move around selecting activities which interest them.

Children develop their imagination well, with a wide range of role play opportunities. They pretend to 'go on an adventure to South Africa' in the wooden ship outside or help sick animals as they pretend to be vets. They have lots of opportunities to be creative. They enjoy painting, playing in sand, water and making collages. Young children develop a sense of self and make relationships as

they recognise themselves in the mirror or spontaneously cuddle their friends. Older children learn to take responsibility for managing their own needs, going for a nap when they are tired. Communication is fostered very well by staff who talk to children clearly and at their level. They ask open ended questions and use the themed resources to promote children's thinking and imagination.

Children enjoy books; babies cuddle in for stories and older children recognise letters, displayed at their height. Children have lots of opportunities to learn about the wider world, through trips to the zoo and learning about different cultural festivals, such as Diwali and tasting food from different countries. Children's physical development is well promoted. They competently ride bikes, balance on logs and slide down the pole. Children develop problem solving skills as they complete age appropriate jigsaws and select correct shapes for the shape sorter. They begin to use mathematical language in their play as they count cups and discuss how old they are.

Children have good opportunities to learn about being healthy. They enjoy a well balanced diet which is cooked fresh each day and healthy snacks including fruit. They learn the importance of washing as staff talk to them as they bath their dolls. They have regular access to outdoor play, however this is weather dependent.

Children develop extremely secure relationships with staff. A highly effective key person system helps children to settle well and all ages are highly confident in the nursery. They learn about safety at home, wear bike helmets as they ride round outside, practice road safety at the zebra crossing and look after each other as they wait patiently for their turn to slide down the pole.

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	1
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	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

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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