

Bizzy Kidz

Inspection report for early years provision

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14/04/2011

Inspector

Lynn Dent

Setting address

Bizzy Kidz, 225-227 Queens Road, Beeston, Nottingham,
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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

Bizzy Kidz is a privately owned provision. It opened in 2007 and operates on two floors in a purposely renovated and modified Victorian building in Beeston, Nottinghamshire. Older children are cared for on the first floor of the property, which is accessed by stairs. All children share access to a secure outdoor play area.

The setting is registered on the Early Years Register and the compulsory and part of the Childcare Register to care for a maximum of 92 children under eight years at any one time. There are currently 142 children aged from six weeks to under five years on roll, some in part-time places. The setting cares for children from a wide area as parents travel to work and the university in Nottingham. The setting is open each weekday from 6.30am to 6.30pm all year, except for Bank Holidays and one week between Christmas and New Year.

The setting currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding. The owner employs 24 staff, all of whom hold appropriate early years qualifications. The manager is working towards a higher level qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development due to the highly effective staff team who successfully implement the Early Years Foundation Stage. Staff are innovative in using resources, everyday experiences and activities to fully promote the areas of learning. A minority of staff working with older children do not always encourage them to practice their independent writing. The setting place a high emphasis on inclusive practice, working very closely with parents, other settings and specialists services. The management is forward thinking, showing a commitment to continuous improvement and successfully building on the existing effective provision already in place.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that all staff fully utilise opportunities for older children to develop their independent writing.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded as staff have an exceptionally clear understanding of how to record and report concerns to the management and the relevant agencies. The management have implemented very robust recruitment and checking procedures, ensuring staff are suitable to work with children. Extensive induction procedures arm staff with the knowledge and skills to successfully implement the exceptionally high standards set by the setting. Systematic risk assessments of the premises, resources and outings are completed, ensuring that children are kept safe at all times. The outdoor play incorporates a safety surface throughout, further promoting children's safety when using climbing equipment. Live webcams give parents confidence that their children are being well-cared for, which they can view through secure access at all times.

The premises are extremely well-organised, allowing all children to develop their independence as they flow between different activities. Older children move freely between five themed rooms which staff plan and use innovatively to promote learning through play and planned activities. The nursery is visually very stimulating and extremely well resourced. The resourceful deployment of staff means that each child has a designated person who knows them extremely well and plans very effectively for their individual needs. As a result, all children are making excellent progress in their learning and development. The manager is proactive in working alongside staff and leads by example. As a result, the practice is highly effective, resulting in an exceptionally cohesive staff team who share responsibility for the day-to-day practice. The management actively works with staff, children and parents to collate their views of the provision. This information is used particularly effectively to identify and action areas for improvement. Therefore, positive changes are introduced and embedded into the service, further promoting the outcomes for the children.

Parents receive very detailed information about the setting at induction and as their children move rooms. They are fully involved in their child's learning as they have access to their profiles and staff provide detailed written reports and arrange meetings. Parents receive ideas on how to extend children's learning at home. The setting is proactive in working with other early years providers that children attend, ensuring that consistency in their learning is effectively promoted. The transition to school is made smooth for children as the management actively encourage teachers to visit children in the setting beforehand. Work with outside agencies and the local Sure Start significantly promotes inclusive practice.

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

All children flourish and make excellent progress because their key person ensures they receive a highly personalised learning and development experience. Children are engaged in worthwhile and challenging experiences as staff plan and provide these taking full account of children's interests. Children have recently visited a

farm. This has been extended by staff at circle time as they talk about the egg shells, wool and snake skin which the children very clearly recall seeing. Children clearly understand where milk comes from and how it is used to make cheese they are eating for snack. While fishing for plastic ducks their number skills are very effectively promoted as they count and compare how many they catch.

All children feel extremely safe in the setting. Therefore, they are happy to move around and access the exciting range of activities and experiences provided and to initiate their own learning. Older children are exploring shredded paper and they decide to cut up straws, making tall and short chimneys. Staff successfully extend this by providing rulers for them to measure these. Older children routinely use a vast range of tools to make marks in the different areas. They write in the role play area, print pictures in the writing area and use computer programmes to draw pictures. However, some members of staff tend to write the children's names on their artwork. This means opportunities for children to develop this skill are not fully promoted. In the toddler room all children are encouraged to try and write their name, even though this may be a squiggle, showing good practice and promoting early mark making. They use dobber paints for early mark making and creativity.

All children have excellent opportunities to develop their physical skills. Babies use walkers and activity toys, and are very effectively supported by staff to help them sit, stand and walk. Toddlers use small climbing equipment and a bouncy castle. Outdoors, children have access to push along and sit and ride toys, along with larger climbing equipment for older children. Consequently, they are all challenged according to their age and stage of development. All children are very positively encouraged to explore using their senses. Babies and toddlers have access to everyday objects and different mediums, such as, jelly, custard, paint and play dough. Older children also have access to a sensory room where they can experience different sounds and lights.

Children enjoy their learning as staff are innovative and make it exciting. They take children out into the community to take photographs of different patterns to extend their learning of this concept. All children develop a keen sense of self as they view themselves in mirrors. They thoroughly enjoy watching themselves involved in activities, excitedly recalling a visit from a mobile animal handling company as they view digital photographs on screens in the setting.

Children enjoy their meals as they receive a very healthy and varied menu which changes according to the season. Excellent systems are in place for minimising the spread of infections. Consequently, all children are protected from illness and those who become ill are suitably cared for until their parents arrive to take them home. All children behave well as staff are positive role models for this and promote sharing from an early age. Older children take turns being the 'friendship fairy' while others are 'helping hands', developing their understanding of responsibility.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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