

Bizzykids

Inspection report for early years provision

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Inspection date	14/07/2011
Inspector	Shazaad Ashad

Setting address	Westbrook Lane Primary School, Westbrook Lane, Horsforth, LEEDS, LS18 5AH
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Bizzykids Limited was registered in 2010. The setting operates from a separate building in the grounds of Westbrook Lane Primary School. The setting has use of the school outdoor play area and the school field.

A maximum of 32 children may attend the setting at any one time and there are currently nine children on roll in the early years age range. The setting is open each week day from 7.30am to 8.45am and 3pm to 5.45pm term time only. This provision is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary part of the Childcare Register. The setting receives support from the local authority.

The setting employs six staff, four of whom have childcare qualification to level 3. The manager has completed the Early Years Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting offers an inclusive and welcoming service for children. The focus is very much on promoting children's independence in a fun and relaxed manner. As a result, children's learning and development is satisfactorily promoted through activities and experiences which they enjoy taking part in. Policies and procedures are well developed and provide a framework to ensure children's welfare is actively promoted. Overall, partnership arrangements and safeguarding procedures are very effective. The process of evaluation has recently started and identifies some of the provider's strengths and areas requiring improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to build on strengths and to identify areas for further improvement
- extend resources to include positive images of other cultures and beliefs
- develop further systems to accurately monitor and assess children's learning and next steps of development.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are robust. Staff have a good understanding of how to protect children and what action to take should they have any concerns about a child's well-being or safety. All staff have completed in-house safeguarding training. There is a robust recruitment policy in place, which ensures all staff are

vetted for their suitability. All of the relevant documentation is in place with clear policies and procedures covering all aspects of the provision. The risk assessments are carried out regularly, to keep children safe in all activities.

There is a wide range of good quality policies and procedures in place which are regularly reviewed, updated and shared with parents. These are sufficiently implemented to ensure that the needs of all children are successfully met to ensure progression and continuity of learning and care. The setting is suitably inclusive with some children attending from different backgrounds. Activities are offered on different days so that all children can take part in them. Displays of photographs show what activities have been undertaken previously and how children make sound use of the facilities available, enabling them to make suitable choices about their play. Resources are well used by children and staff. Children know how to handle equipment appropriately and where it is stored. However, resources and positive images of other cultures and beliefs are not as prominent. The partnership between parents and staff is strong. The staff encourage parents to express their views, both formally and informally. There is very good use made of questionnaires and the parent's committee. They receive clear information about the setting and their child's progress. The parent display board provides a wealth of information and parents are involved in the self-evaluation process. The relationships with the schools it serves are very well established and the setting benefits from the partnership arrangements with the school the site is situated on. Staff know the school teaching staff very well and there are developing arrangements in place to monitor the effectiveness of learning and development. The process of evaluation has started and the manager is looking at developing this fully in order to identify future areas of improvement.

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

Children enjoy the time they spend in the club and develop friendly, trusting relationships with the adults who care for them. They try to sort any difficulties out for themselves but know who to turn to if this is not possible. For example, they agree to take turns on equipment and organise ball games together. Their achievements are warmly acknowledged, both in conversation and through their involvement in making the rules, which helps to build self-esteem and confidence. Children are making suitable progress in their learning and development. They make good decisions about their independent play, moving around the setting with ease. They play in groups with friends and sometimes on their own. For example, they gather outdoors to make good use of the school facilities to play ball games and practise using the ball shoot. Children learn to use the outdoor resources with great skill as they enthusiastically adapt the ball games and change to playing tennis games. Children's developmental records are being suitably developed with links to the areas of learning within the Early Years Foundation Stage. Observations are mainly based on what children can do and their next steps in learning are starting to be included. However, the next steps in their learning are not consistent in all the assessments and therefore do not fully define future learning aims for each child in the Early Years Foundation Stage age range.

Staff know the children well and find out about their interests through discussion and observation. They set out activities they think will appeal to the children attending and ensure the environment allows children to develop their creative interest. For example, children draw freely and use creative resources to paint and glue. Children are guided well by staff. This encourages the children to express their thoughts and develop their language. For example, as the children play during snack time they engage in discussions about their school day and their plans for the evening. During snack staff encourage and promote independence, for example, through the day's choice of healthy snacks. This includes a varied healthy snack which includes fresh fruit and water. Snack time is also used to promote good manners and to encourage socialisation with their peers. Many young children demonstrate a growing awareness of the importance of good hygiene practice by washing their hands before eating.

Children learn about dangers and what keeps them safe. They routinely take part in fire evacuation procedures and follow sound procedures that are understood by most children when walking from school. Staff ensure children have a child-friendly environment, which enables children to explore and take risks while being appropriately supervised. For example, they safely use craft activities and the outdoor play spaces. As a result of the dedication of staff and the wide range of support they provide, children are settled and enjoy their fun activities after school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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