

# Bizzy Bodz Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY424752

**Inspection date**

09/11/2011

**Inspector**

Jennie Lenton

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 Bodz Day Nursery opened in 2011 and operates from a two-storey building in Fenton, Stoke-on-Trent. It is open each weekday from 7am to 6pm. The nursery is closed for one week over Christmas and New Year. An out of school club operates during term time and a holiday club is available during main school holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time. There are currently 28 children on roll, all of whom are within the early years age range.

There are nine members of staff who work with the children. The manager holds a National Vocational Qualification Level 4 and the owner is currently working towards a recognised childcare qualification. Five other staff members are qualified to level 2 or above, while the other two are completing apprenticeships.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for by enthusiastic and knowledgeable staff. A warm and welcoming environment is provided and children happily play throughout the day. Their individual needs are recognised and valued and their development is effectively promoted through a wide range of activities appropriate to their age and stage of development. Most required policies and procedures are in place. The setting has a clear understanding of its strengths and weaknesses and is genuinely focused on improving outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 23/11/2011

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

- update existing policies and make sure these are easily available for parents to access
- ensure appropriate resources are available to meet the needs of children, with specific regard to tables and chairs.

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

All staff are clear about their role and responsibility in relation to safeguarding and the setting ensures that children's safety is given the highest priority. A number of staff have accessed specialised training in this area, and noticeboards around the setting ensure that safeguarding is kept at the forefront of practice. A clear written policy is in place, which includes all relevant details to ensure prompt referral to relevant agencies if required. Clear risk assessments are also in place to protect children throughout the setting or as they go on outings. Specialised equipment, such as stairgates, is used to ensure children are protected from hazards. Children also learn about how to keep themselves safe as they are regularly taken on local trips, where they learn about road safety. Additionally, regular evacuation drills are practiced to ensure they know how to respond promptly in an emergency. A dramatic reduction in the time taken to leave the building has been achieved as staff and children have worked effectively to improve their reactions and ensure they act quickly.

There is a high level of commitment at the setting, with all staff being dedicated in their roles. They are effectively led by a strong management team who have successfully embedded drive and ambition. There is a positive atmosphere at the setting and a genuine desire to move the setting forward. Successful self-evaluation has enabled managers to identify areas for future improvement and the keen and enthusiastic staff ensure that these priorities are promptly addressed. For instance, redesigning children's base rooms to provide a more welcoming and accessible environment. However, the tables and chairs currently in use are not fit for purpose, as they are too flimsy.

Most policies and procedures are in place as required. These are all written to a suitable standard and are currently being reviewed to improve the level of information provided. However, they are not easily accessible to parents, although the provider does make copies available if these are requested. Key information is collected from parents when children commence a placement. Consents to undertake visits and for photographs to be taken are requested, ensuring children's care is in accordance with parental wishes. However, written consent to seek emergency medical advice or treatment needs to be re-requested as those on file relate to the previous setting and are therefore no longer valid. This is a breach of welfare requirements.

Parents and other carers are warmly welcomed into the setting and positive relationships have been forged. Parents discuss their children on a daily basis and are kept informed of any changes or concerns. For example, parents are informed of any accidents that occur and sign the accident record to confirm that they are aware of any treatment their child has received. Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. Any special need is fully discussed and outside support is obtained as required. Where children attend other settings, links are made with the child's key person at this establishment and staff successfully work with them to ensure continuity of care.

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

Children enjoy their time at the setting. They are constantly engaged in fruitful activity as they are provided with a wide range of toys and resources that meet their learning and development needs. They have plenty of opportunities to engage in free play, selecting books, craft activities, sand and water play, and jigsaws. They also benefit from adult-led activities, such as hand painting, trips into the community and outings to collect leaves and conkers. They develop a full range of skills as staff work alongside them, skilfully interacting and promoting their learning through play.

Children develop knowledge and understanding of the world as they select and pay for fruit from the local market stalls, make flapjacks with ingredients bought from the local shops and tend to plants in the 'secret garden' at the local childcare centre. They are fully a part of the local community as they go out every day for fresh air and physical activity. Basic mathematic and communication skills are developed as they count out their money and discuss the activities they are undertaking. They develop manual dexterity as they measure ingredients and stir them together. Children's personal, emotional and social skills are also well promoted. The staff are sensitive to children's unique personalities and successfully work with them as individuals. Any special needs are fully explored and plans are put in place to ensure a high level of support. Independence is encouraged at mealtimes, where older children serve themselves and younger ones use cutlery independently. The staff observe children as they play. They track their achievements and ensures that any gaps in development are followed up. This is effectively managed as planning takes account of individual levels of attainment. Activities are provided to challenge children and promote their development, while being flexible enough to respond to children's changing wants and needs. This ensures children are always engaged in the activities on offer as their interests are positively responded to.

Children behave well. They show respect for each other and are aware of the rules of the setting, which are easily understood. Children know they must have 'kind hands' and take turns. They take part in tidy-up time and pass around cutlery at mealtimes. Their health is well promoted as children with infectious illnesses are excluded in order to protect the well-being of others. Clear hand washing routines before meals and after visiting the toilet help children understand how to take care of their own health. Children are provided with healthy choices at snack and mealtimes. They happily tuck into korma and rice with naan bread and enjoy fresh fruit at snack times. There is currently no outside area attached to the setting. However, daily visits to local parks and walks in the town provide children with fresh air. Staff also undertake active play in the setting. Sessions are held every week and children enjoy dancing along and moving around enthusiastically during these times. The staff also ensure activities, such as, marching, jumping and moving creatively to music, are included in daily routines. As a result, children's physical development is also flourishing.

## 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   | 3 |
| 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                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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