

Bizzy Beez @ Marton Primary School

Inspection report for early years provision

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Inspector Shirley Wilkes

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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).

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

Bizzy Beez @ Marton Primary School was registered in 2011 and is privately owned. It operates from the nursery building in the grounds of Marton and District Church of England Primary School, situated in the rural village of Marton, Macclesfield. There is a secure area available for outdoor play.

A maximum of 30 children under eight years may attend the club at any one time, all of whom may be in the early years age group. There are currently 30 children on roll, 10 of whom are in the early years age range. The club operates from 7.45am to 9am and from 3.30pm to 6pm. It is also open from 7.45am to 6pm during school holidays. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are five members of staff, all of whom hold an early years qualification, including two who are qualified to degree level.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and enjoy their time at the club. They make good progress towards the early learning goals because staff use information obtained about children's individual needs to effectively support them. This promotes inclusion and supports their learning and development. Children's welfare is protected through effective practices. All relevant policies and procedures are reflective of practice and suitably implemented. Effective partnership with parents and other providers of the Early Years Foundation Stage ensures there is continuity in the support of children's learning and development. The setting reflects on their practice to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- review systems to allow children to show increasing independence in selecting and carrying out activities, for example, at tea time.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a good understanding of safeguarding procedures. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. A safeguarding policy is in place and in line with the Local Safeguarding Children Board guidelines. The recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A risk assessment is in place, and daily checks are

conducted to ensure a safe environment is maintained to ensure children's well-being.

The setting has a varied range of toys and resources available. Children can choose their own activities and interact with their peers and the adults in an informal way to meet their needs. Children feel safe as they are familiar with the key workers who care for them and the rules for safety in the setting and outdoors. Children are able to play in an organised environment where space is used effectively to meet their needs. They are able to access resources depicting positive images of different cultures, family backgrounds and abilities, which helps promote children's positive attitudes to the diverse community.

Staff deploy themselves well, establishing warm, trusting and relaxed relationships with children. This means that children are very confident around staff, readily seek help and support, and are keen for staff to join in their games. The relationship with the host school is good, and liaison with teaching staff regarding children's progress in the Early Years Foundation Stage is well established. This enables a consistent approach to be implemented to build on children's stages and learning styles. Staff take time to speak to parents daily to discuss achievements and efforts and to pass on any information from the child's school day. A notice board contains a variety of information, including activities and menus. The close working relationship between the club and parents ensures that each child's individual needs are addressed in a consistent and respectful manner.

The management have begun to evaluate the provision through various methods of reviewing and reflecting on practice. They engage staff in making changes that bring about positive improvements for children's welfare and learning. Parents' and children's views have been sought to inform the self-evaluation process to give a different perspective. Regular staff meetings and opportunities for staff development and training ensure that all keep up to date with changes. This demonstrates a commitment to improving their practice and a clear vision for the future to maintain continuous improvement.

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

Good relationships are evident between the staff and children. Children enjoy themselves in the friendly and warm environment. Staff have a good understanding of the Early Years Foundation Stage, and consequently children's progress is supported well. They observe and record children's starting points and activities. These observations are then used to plan for children's progression across most areas of their learning. Planning is very flexible and takes into account children's interests and preferences after their school day. Children's views are sought as part of the planning to ensure their individual needs are met. They take part in the evacuation procedure to ensure their awareness of what to do in an emergency situation.

Children settle quickly to their chosen activity, such as playing with the play dough and creating various models. They develop their creativity as they draw and colour

pictures, and they use a suitable range of resources, such as, pencils, felt pens, paints and scissors, as they take part in a variety of art and craft activities. Children have access to a suitable and varied range of toys and resources, including the computer and other programmable items, all of which help them to develop skills for the future. Children use number when playing board games, such as snakes and ladders, and they snuggle up on the sofa to listen to a story, which helps develop their language and a love of books.

Staff give praise to children when they have done well, such as tidying away toys and equipment, and acknowledge achievements from their school day, all of which help promote their self-esteem. Children develop a strong sense of their own identity, celebrating and discovering various festivals and cultural beliefs, such as Christmas and the recently celebrated Chinese New Year. Children made name cards using Chinese lettering and decorated the display board with their artwork depicting the year of the dragon.

Children's healthy lifestyles are promoted as they take part in activities to reinforce healthy eating, such as food tasting and games showing healthy plates and food groups. They follow good hygiene routines, washing their hands before eating and after messy play or using the toilet. All children enjoy the benefits of nutritious and well-balanced foods and drinks which the club provides, such as macaroni cheese, yoghurt and fresh fruit at tea time. However, children's independence is not always encouraged at meal times; for example, they do not serve themselves or pour their own drinks at tea time. Drinks are readily available throughout the session to ensure children remain hydrated.

Behaviour is good in the setting. Children begin to understand the need to share and take turns and are appropriately supported by staff. They follow the house rules that are displayed and the 'golden words', such as 'thank you', 'excuse me' and 'pardon'. Children access the well-resourced outdoor area using various sit-and-ride toys and static climbing equipment which help their physical and coordination development.

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	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	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	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	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