

# Bizzie Kidz Ltd

357 Wilmslow Road, Fallowfield, Manchester, M14 6XU

<b>Inspection date</b>	05/11/2012
Previous inspection date	04/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Practitioners successfully build warm, trusting relationships with children and their families. This enables children to form secure attachments and promotes their well-being and independence.
- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination.
- The learning environment, both in and outdoors, offers a range of stimulating resources which successfully support children's learning and development. These are independently accessible to allow children to make choices within their play.
- The quality of planning and assessment provides interesting and stimulating activities that engage children and build on their interests.

### It is not yet outstanding because

- Strategies implemented to successfully engage all parents in their children's learning in the setting and at home are not fully embedded.
- The tracking system for monitoring the progress that different groups of children make is not long established and does not yet show how it is helping to improve progress for those groups.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities presented in the five playrooms and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.  
The inspector met with the manager of the provision and checked evidence of the suitability and qualifications of practitioners working with the children. The provider's self-evaluation form was discussed, risk assessments and accident records checked and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in parent questionnaires.

## Inspector

Marina Anna Howarth

## Full Report

### Information about the setting

Bizzie Kidz Limited was registered in 2002 and is a privately owned family business. The setting operates from a large converted house, which is located in the residential area of

Fallowfield in Manchester. Children have access to five play rooms. There are steps to access the building and there is a large fully enclosed area available for outdoor play.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children aged from birth to five years on roll. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. The setting receives funding for the provision of free early education to three- and four-year-old children.

The provision is open each weekday from 7.30am to 6pm for 52 weeks of the year. There are a total of 13 members of staff including a manager, 10 of whom hold appropriate early years qualifications at level 3 and above. Three members hold early years qualifications at level 2 and are working towards level 3. The manager and deputy are both working towards level 5 and 6 in early years qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance further the systems that reflect the views of parents in their child's learning journal records
- review the newly introduced system for monitoring the progress of different groups of children to evaluate and monitor its effectiveness.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners have a secure knowledge and understanding of how to promote the learning and development of children. They use effective techniques to engage and capture children's interests through personalised planning systems. Daily discussions with children's parents enable practitioners to build on children's home based knowledge and experiences. For example, children create colourful pictures of fireworks and participate in discussions of their experiences of firework events they have attended. Display boards illustrate photographs of significant family members and favourite toys, which are used to promote conversation and promote a strong sense of belonging. Teaching techniques are strong and children are provided with opportunities to experience a balanced variety of adult-led and child-initiated activities.

Children have access to a stimulating, well-resourced and welcoming environment, both in

and outdoors. The effective organisation of planning and practitioners' secure knowledge of children's targets helps to ensure that every opportunity is made to support and extend children's learning across all areas. Interaction between practitioners and every child is very strong. Young babies form close, loving attachments and older children enthusiastically engage practitioners in their play. Children's thinking is skilfully challenged as they enjoy problem solving and acting out familiar stories. They confidently recall what will happen next as they turn the pages of books and enjoy engaging in words that rhyme. Older children are keen to develop their own ideas. They use plastic spoons to comb hair and use various play resources to role play hairdressing. They explain they are going to colour the hair in different colours and will use tomato sauce to make it red. Children eagerly ask questions and test out their ideas. They identify colours correctly and discover that by mixing colours together, additional colours are created.

Assessment on entry and detailed information gathered from parents provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Transitions across the provision are secure as children are sensitively supported, resulting in them being confident learners ready to embrace new challenges and experiences. Parents receive regular feedback on their child's progress and are actively encouraged to share their observations. They attend parent meetings, where they are able to discuss their child's progress in depth with their child's key worker. Individual targets are shared with parents along with a wide variety of photographs illustrating the children engaged in a variety of activities and links to the Early Years Foundation Stage. This enables parents to understand how to support their children's learning at home and provides ideas for activities which have been successfully implemented in the home; such as how to make corn flour 'gloop'. However, parents' views are not yet reflected in their children's journals to further enhance partnership working and information sharing.

Children's early writing skills are developing well. The environment is rich in print and areas are well-resourced with a variety of writing materials to promote and encourage emergent writing. Older children label their own work and the letters they write, which they proudly identify correctly, are clearly recognisable. Young infants and babies are provided with opportunities to mark make and use chunky chinks, paintbrushes and their fingers to make patterns and marks in sand. All children are secure and confident in communicating their needs. Babies and young infants make sounds in response when practitioners talk to them and they demonstrate their understanding by following simple instructions. Pre-school children are particularly skilled in using language for negotiating. They use expressions such as 'may I', 'excuse me please' and take turns to speak.

### **The contribution of the early years provision to the well-being of children**

A well-established key person system and the good organisation of the deployment of practitioners ensure that all children form secure emotional attachments. This provides a strong base for babies' developing independence and exploration and enables all children to develop skills for future learning. All children, from the very youngest baby, show a strong sense of belonging within the setting. Practitioners are attentive to their individual needs, affectionate and friendly which results in children feeling confident, motivated, and secure. Close bonds between practitioners and children are evident at all levels and

children engage in a range of activities, such as the celebration of different festivals and accessing resources that reflect diversity and explore feelings. Practitioners act as positive role models and treat children with respect and sensitivity. As a result, children show care and concern towards each other and learn to respect each other's differences.

Babies and young infants settle well because they are familiar with practitioners, who have a good knowledge of their individual likes, needs and routines. They are confident explorers and their investigative and curiosity skills are promoted through the use of a wide range of resources. These include treasure baskets, enabling them to explore and experiment with the properties and elements of natural materials. They engage happily in sensory play as they play with the sand, filling and emptying containers. They also explore the characteristics of objects by rolling balls to each other.

Pre-school children are actively encouraged to be independent and are encouraged by practitioners to manage their personal needs. They proudly demonstrate how they can put on their coats and fasten their buttons. They understand the need to wrap up warm because it is cold outside. They take pride in their environment by helping to tidy away. They develop a good understanding of healthy lifestyles through the provision of healthy, nutritious meals and snacks. Children demonstrate a good understanding of practices to prevent germs from spreading, such as washing their hands and covering their mouth when coughing and sneezing. The learning environment, both indoors and out, enables children to make independent choices allowing them to express themselves creatively, use their imagination and play an active role in their learning.

Children learn about managing risks and staying safe through a variety of experiences. Older children understand the importance of holding onto the hand rail when climbing up and going down the stairs. They participate in regular fire evacuation procedures developing their understanding of the procedures to follow in the event of a fire. They also learn to use a variety of tools safely and responsibly when participating in cooking, gardening and collage activities.

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

Leadership of the setting sets high aspirations for quality. Self-evaluation systems are thorough and take into account the views of practitioners, children and their parents. The drive for improvement is demonstrated through the identification of clear strengths and weaknesses. Planned actions to overcome weaknesses are effective. For example, following the request from parents, the provision of a sheltered outdoor storage area for pushchairs is currently being erected. In addition all recommendations from the previous inspection have been successfully addressed, illustrating the commitment to improvement. Management monitor practitioners' performance effectively through appraisals, team meetings and regular observation of practice. Robust recruitment and induction procedures ensure that practitioners' strengths and weaknesses are recognised. Relevant support systems are also implemented to enable them to improve their knowledge, understanding and practice.

Planning and assessment are monitored rigorously to ensure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. This is currently being further enhanced through the newly introduced tracking system. However, this has not yet been long established to show how different groups of children are monitored, in order to identify any groups of children falling behind their peers or below their expected achievements.

Partnership working with parents, external agencies and other providers are well established and contribute to meeting children's needs. Effective communication systems ensure that parents are kept fully informed of their children's progress. Parents' views are sought through discussions, written comments and questionnaires. Photographs are also readily available to illustrate the breadth of activities that children are actively involved in throughout their time at the setting. Liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their transitions, both within the setting and on to school.

Arrangements for safeguarding children within the provision are strong and well embedded. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow. Management also have robust systems in place to monitor and audit practitioner's knowledge. Practitioners create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of every ability, receives a happy and enjoyable early years' experience that secures their future learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY235941
<b>Local authority</b>	Manchester
<b>Inspection number</b>	889960
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Bizzie Kidz Ltd
<b>Date of previous inspection</b>	04/12/2009
<b>Telephone number</b>	0161 257 2577

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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