

Bizzy Beez @ Marton Primary School

Marton & District C of E Primary School, School Lane, Marton, MACCLESFIELD, Cheshire, SK11 9HD

Inspection date	21/11/2012
Previous inspection date	07/02/2012

The quality and standards of the early years provision	This inspection:	
	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

- Children are confident, bright and inquisitive. They have good relationships with the staff and are making good progress in their communication skills and show good levels of concentration and engagement with the activities provided.
- Children's self-esteem and decision making skills are well-developed as their ideas and opinions for activities are sought and incorporated into the planning of the activity programme. This means they enjoy their leisure time.
- Parents are very happy with the service provided. They have good levels of information via the approachable staff team. They praise the wide range of activities and the homely atmosphere which means their children are happy and enjoy attending the club.
- Children develop healthy eating habits and good life skills as they are encouraged to serve themselves a range of tasty meals and take time to see mealtimes as social occasions to talk with friends.

It is not yet outstanding because

- A minority of staff are unsure of their role as a child's key person in supporting children's learning and development which limits their ability to identify the next steps in children's learning.

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 in the main playroom and in the outside learning environment.
- The inspector held meetings with the manager of the setting and her business partner.
- The inspector looked at children's assessment records and planning documentation, the settings self-evaluation system and a selection of policies and children's records.
- The inspector checked the suitability checks for practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sarah Rhodes

Full Report

Information about the setting

Bizzy Beez @ Marton Primary School was registered in 2011 and is privately owned. The setting is registered on the Early Years Register and the compulsory and voluntary parts of

the Childcare Register. 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.

The nursery employs six members of child care staff. Of these, two hold appropriate early years qualifications at foundation degree level, one at level three and two at level two. The club operates from 7.45am to 9am and from 3.30pm to 6pm during term time. It is also open from 7.45am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 51 children attending five are within the early years age group. The group supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- monitor the understanding of new staff to ensure they are confident about their role as key person and how to promote children's learning and development in an out of school setting.

Inspection judgements

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

The children benefit from the club operating from a cosy and well-equipped building which allows them easy access to an enclosed outdoor play environment which is lit to allow it to be used even on winter nights. Staff provide a wide range of activities to enable children to have a relaxed leisure time after school and children enjoy their time at the club. Parents praise the wide range of activities that cover all areas of learning appropriately as part of an out of school provision. Children are encouraged to be independent and choose activities that they enjoy doing. Their communication and social skills are encouraged by staff who discuss things that interest them, such as the latest results of their favourite football team or their day at school. Children have access to books and writing equipment and demonstrate good skill levels as they start to form letters when learning to write and an appreciation of words in the environment as they start to learn to read. They enjoy craft activities which allows them to use their imagination and design skills as, for example, they make three dimensional displays about fireworks. Children use their knowledge of number and problem solving when playing board games or when using construction equipment. They learn about nature and the passage of time as they help tend the vegetable garden and are encouraged to overcome their fears as they handle worms to discover how they move.

Most staff recognise the need to provide activities that are of interest to individual children. They get to know the children well and use observations they make of the children's learning and the activities they have taken part in to plan future activities to meet specific learning needs. However, some newer staff are less sure of their role in supporting children's development by identifying the next steps in their learning which reduces their effectiveness in identifying educational opportunities that they could support. The club has strong links with the children's main Early Years Foundation Stage providers at the school. Termly meetings between the manager and school staff have been developed to jointly identify the next steps in children's learning that the club can usefully support.

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

The club has the philosophy that children should be given clear routines and boundaries but also the freedom to develop their own games. Children's behaviour is very good, staff help children think about what sort of club they want and what rules they feel would be appropriate. The atmosphere is warm and supportive as older children help younger children, during games or at meal times. Parents praise the efforts of staff which help them and their children feel comfortable and confident. Children quickly build strong relationships with staff and other children and parents comment on the positive collaborative play their children experience and learn from. Staff understand that events at home will have an effect on children's confidence and how settled they are and take time to help children new to the school build friendships so helping in their transition from another setting.

Staff have the facilities to provide a range of appetising meals, such as meatballs and pasta or wraps. Children are supported to develop very good self-care skills and are confident in serving themselves and clearing away when they have finished. They are reminded to undertake appropriate hygiene practices, such as washing their hands before mealtimes time.

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

The owners take a hands on approach to managing the setting. The manager's experience of working with school age children ensures she has a good level of knowledge to develop and monitor the educational programmes within an out of school club. Appropriate recruitment procedures ensure staff's suitability is established when they are employed. Ongoing appraisals and interim supervision sessions are being introduced to provide formal meetings where training plans and any staff concerns can be discussed. Ongoing team meetings and one-to-one coaching sessions are undertaken with staff to help drive improvement on, for example, the new monitoring system for children's learning records. Clear safeguarding policies and procedures provide information to support staff in identifying child protection concerns and taking appropriate action to protect children.

Staff have a clear understanding of the risk assessments for the building and grounds with daily visual checks undertaken and an identified staff member undertaking a full fire safety policy review.

Required policies and procedures are in place to help with the safe and smooth management of the setting. The manager is aware of the revisions to the Early Years Foundation Stage and has drawn up an action plan to address areas for improvement. Team meetings are used to discuss issues with staff and the notes of these meetings help to monitor and drive improvements. Parents and children are also actively encouraged to be involved in the development of the club, they complete questionnaires to comment on the provision and help plan improvements. Issues staff or parents raise are taken seriously and where necessary improvements are implemented immediately.

Partnerships with parents and carers are seen as extremely important. A range of communication methods are used, verbal exchanges are supplemented with notice board displays. Many parents are delighted with the service provided by the setting and find the staff approachable and friendly. Partnerships in the wider context are used to develop the quality of education. The setting links with the school and is confident in its ability to link with other professionals to help children with additional needs when the need arises. The group is committed to their role in ensuring all children, regardless of ability, can access their provision.

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

Unique reference number	EY432611
Local authority	Cheshire East
Inspection number	890483
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 12
Total number of places	30
Number of children on roll	51
Name of provider	Bizzy Beez Limited
Date of previous inspection	07/02/2012
Telephone number	01260224482

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

