

# Bizzy Kidz

373 Burton Road, DERBY, DE23 6AH

## Inspection date

Previous inspection date

11/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| 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 form secure attachments with their key person, which promotes their overall well-being effectively.
- Children communicate well and effective questioning by skilled practitioners ignites their thinking and imagination.
- Management effectively improves the nursery through ongoing self-evaluation of the educational programmes and staff practice. This ensures the nursery continuously improves and provides quality care and learning for all children who attend.
- Effective partnership with parents means there is an united approach to meeting individual children's needs, extending their learning and helping them make good progress.

### It is not yet outstanding because

- At snack time, staff do not always promote self-help skills for older early years children. As a result, children are not provided with extensive opportunities to enhance their independence, by pouring their own drinks or choosing their own food.
- Staff do not label resource boxes to make it easier for children to find the resources they need or to fully extend their understanding that print carries meaning.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the deputy manager, manager and owner of the nursery.
- The inspector spoke to some parents to seek their views during the inspection.
- The inspector went into the individual rooms of the nursery and observed children in their play, focused activities, eating snack and lunch.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Bizzy Kidz was registered in 2012 and operates from purpose-built premises in Derby, and is privately owned. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday from 6.30am until 6.30pm for 51 weeks of the year. Children attend for a variety of sessions. A secure outdoor area is registered for outdoor

play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 73 children on roll, of whom 65 are in the early years age range. The nursery provides funded early education for three- and-four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 14 members of staff. Of these, two staff hold an appropriate childcare qualification at level 2, 10 staff have level 3 and two staff are qualified to level 6. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

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

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

- strengthen how staff encourage children to develop their self-help skills; paying particular attention to snack times, by improving opportunities for them to be independent
- develop support for children to find resources easily and enhance their understanding that print carries meaning; for example, by providing labels for resource boxes.

### **Inspection judgements**

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

Children are making very good progress in their learning and development with the support of the staff. They enjoy attending the nursery because the staff provide a welcoming and stimulating learning environment. Staff gather purposeful information about children's capabilities when they first start at the nursery from their parents. This information and the initial observations made by the staff form the children's starting points. This means staff are able to provide for children's individual interests and abilities from the beginning of their placement in the nursery. Staff regularly observe the children in their play and record their achievements effectively in their 'Learning Journals'. The journals are comprehensive and are a clear record of children's progress. Staff use these records well to plan for children's next steps successfully and to ensure the activities they provide are challenging and of interest to the children. For example, children who have an interest in transport or vehicles, use tyres to make tracks with paint, learn songs about

transport and listen to stories about different types of vehicles. This means they are interested in activities and motivated to learn.

Parents are able to view their children's learning journals whenever they wish and are invited to attend a parents' evening each term to discuss their child's progress with their key person. The key person produces a summary of children's progress to share with parents. Together they discuss how the parents might help their child's progress at home. As a result, the parents and staff are working together closely to support children and meet their individual learning needs effectively. Staff accurately assess children's level of development to complete their 'Progress check at age two report'. They have put together detailed summaries of the children's development in the prime areas of learning and share these effectively with parents to provide a consistent support for children's development in the nursery and at home. Staff obtain positive comments from parents. For example, they state; 'They are happy with the progress their children are making since starting the nursery'.

Children benefit from playing in an environment that is rich in opportunities for conversation and discussion. Staff ask children open-ended questions that encourage them to think and develop their language. When children are beginning to make sounds they work hard to interpret what children are saying and build on this, developing children's language skills well. Children are communicating with confidence. Older early years children listen carefully and use conversation to describe what they are doing and share their experiences with their friends and practitioners. For example, while creating footprints, children listen to the instructions from staff, talk about the paint tickling their feet and describe whether the paint is hot or cold.

Children's records and photographs show the variety of activities they experience, covering all seven areas of learning. Regular use of the spacious outside environment provides well for their physical development. Here they extend their physical skills well as they climb, travel down the slide and crawl through a tunnel. They learn to kick and catch a ball and explore the natural world by digging and planting vegetables. Staff show a strong ability to involve children spontaneously. For example, they take advantage of the weather and fetch snow from outside, to increase children's understanding of the world around them. Children are able to handle and watch the snow as it melts and trickle through their fingers. They describe how it feels 'freezing' and 'wet' and enjoy making tracks and patterns while exploring and investigating imaginatively.

Books are easily accessible and they feature heavily in the children's routine. Children enjoy looking at them on a one-to-one basis and cuddling up with staff and each other to share and interact with the stories. While exploring books alone, children show a keen interest and the ability to turn the pages correctly in the right direction and discuss the pictures with each other. They become further involved in stories by using props, such as puppets and story sacks. These help to lengthen their concentration and enjoyment of books. However, the staff do not label resource boxes with words or pictures to make it easier for children to find the resources they need or to enhance their understanding that print carries meaning. Children are beginning early writing skills as they are learning how to form letters and how to write their names on their artwork. Mathematical skills are introduced into play well. For example, children handle jugs and containers to fill and pour

water. This helps them to thoroughly enjoy experimenting with volume and quantity as they fill and empty objects. They count throughout the day and use routines, such as lunch time to count the cups and utensils that are needed for each child. To develop their mathematical and design skills further staff provide purposeful activities, such as making models. Here, the children decide what shape blocks they need, how many and what sizes to create their building. Children show an interest in technology, playing with cause and effect and programmable toys in their everyday play.

Babies are cared for in their own areas where they can safely climb and enjoy manageable challenges. They busily develop their mobility skills as they use the accessible floor space. They display confidence in their surroundings as they make choices from the play materials that arouse their interest or curiosity. Here they discover a range of different textures that include shiny paper, wooden toys and building blocks. They encounter activities, such as chalking and making marks in cornflour mixture, which help babies to strengthen their fine handling skills. Babies enjoy singing together and learning new words as staff clearly pronounce words and constantly talk to the babies to encourage communication and language skills well.

All staff are knowledgeable and understand the prime and specific areas of learning and provide many stimulating activities which enthuse and engage children well to promote their learning. Children who have special educational needs and/or disabilities are always included in activities and supported well to reach their full potential, as staff adapt experiences and ensure that these are accessible and enjoyable for all. The activities motivate and interest the children and provide opportunities for children to be positively ready for their next stage of learning and help them to enjoy their learning and time at the nursery.

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

Staff greet children warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. Older early years children select their chosen activity, while chatting happily to their friends. This supports children in developing trusting relationships. All children have a key person who supports them in their learning and care to meet their individual needs. Children form good bonds and secure emotional attachments with their key person and adults at the nursery. They are eager to be involved with play activities, because staff understand and respond to their individual needs. This helps children feel totally safe and secure and promotes their well-being. The environment is exciting and inviting with a very broad range of toys and resources that cover all areas of learning well, and therefore, support children's overall development. Children are able to make choices for themselves, which supports their independence appropriately.

Staff are well-deployed at all times. They are effective role models and they give children clear guidance about routines and behaviour. Children's behaviour is good because staff give clear explanations of what behaviour is acceptable and provide gentle reminders about the boundaries in place. Children readily show concern for each other as more confident children enjoy taking on small responsibilities and show concern for those who

are less confident. They become aware of the wider needs of society through well-chosen activities. For example, celebrating the Chinese New Year festival by making dragons, snakes and tasting noodles. Children also take turns and share the toys they are playing with. They actively respond to the requests for tidying away resources, and as a result, are learning to independently follow daily routines.

Older early years children are encouraged to be as independent as possible, most of the time. For instance, they put their own coats and shoes on when going outside and use the bathroom appropriately. However, snack time, restricts their play as all children stop for snack at the same time. In addition, they do not pour their own drinks or serve the food for themselves. This means children are not practising their independent skills at this time and their choice of learning is not effectively supported. Younger children have efficient support at snack time, where children enjoy positive interaction with each other and staff.

Children's good health is promoted and they competently learn to manage their own personal hygiene and develop their understanding of cleanliness. Staff monitor children's health and development well; and all records to supports children's well-being are in place. The nursery chef provides the children with healthy hearty meals which promote eating plenty of fruit and vegetables. Children learn about healthy eating as they discuss eating fruits and vegetables being good for them in group times. Children safely access the outdoors and are gaining an understanding of risks through activities that encourage them to explore their environment. Children enjoy plenty of fresh air and physical exercise as they go outside daily. They also participate in the fire evacuation which helps them to understand how to keep safe in emergencies. Children also learn about road safety through role play scenarios and books.

Staff foster children's transitions to other settings and school well; this is because they liaise with local groups and schools to promote continuity of care and learning. The manager and owner meets with other establishments and they pass on information effectively about children's characteristics and achievements. This supports children with transitions to help them with life changes, such as school.

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

The nursery owner, manager and staff fully understand the importance of safeguarding children at all times. They regularly update training in child protection and work closely with other agencies to support any of the children's needs. Safeguarding is raised at every staff meeting and dedicated staff have individual responsibilities. There are thorough policies and procedures in place, including risk assessments which are used to maintain children's safety. There are effective systems in place to identify and show that all staff are suitable to work with children. This includes employment, induction supervisions and appraisal procedures, as well as Criminal Record Bureau checks. The nursery establishes strong and effective leadership and management.

The nursery includes self-evaluation at many levels and seeks the views of parents and staff. The management considers 'monitoring a key tool to evaluating and reflecting on

practice'. There are several audits and statistics gained to help the management in planning the priorities for improvement. The nursery has developed a clear and well-formed programme for continuing to raise the quality of the provision. For example, as they are a new nursery, the outside area has yet to be fully developed. However, there is a comprehensive plan explaining what plans are in place over the spring and summer months to improve the area. For instance, more planting of flowers and vegetables, using weather boxes and watching the changes in the weather. These plans are to improve children's understanding of the natural world.

Staff have eagerly accepted new responsibilities and they are keen to try new initiatives. They have attended recent training on the revised Statutory Framework for the Early Years Foundation Stage. Both events have positively increased staff understanding of their role in promoting children's learning. The nursery management clearly recognise and value the staff contribution to activity planning and assessment. This greatly benefits children's progress and supports any gaps in their achievement.

Parents have many opportunities to learn about the Early Years Foundation Stage because staff establish close links with families from the start. There are children on roll who need support from other agencies or professionals. Management have formed close links agencies, such as the 'speech and language services' and the local authority inclusion officer to effectively support all children attending the nursery and reaching their potential.

### The Childcare Register

The requirements for the compulsory 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>     | EY450983                 |
| <b>Local authority</b>             | Derby, City of           |
| <b>Inspection number</b>           | 880932                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 124                      |
| <b>Number of children on roll</b>  | 73                       |
| <b>Name of provider</b>            | Nicola Jayne Austin-Hare |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 07976 830 577            |

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

