

Busy Lizzie's Ltd

5th Chichester Scout Hut, Whyke Road, Chichester, West Sussex, PO19 8HS

Inspection date	07/02/2013
Previous inspection date	10/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy their time at nursery and have lots of fun as they play happily together at the interesting activities that are carefully prepared for them.
- Staff develop positive and caring relationships with the children and this helps children to feel safe, happy and confident at nursery.
- Children make good progress because staff make accurate assessments to help them plan effectively for children's next steps in learning.
- Children with special educational needs and /or disabilities are very well supported and make good progress from their starting points.

It is not yet outstanding because

- On a few occasions the organisation of group activities are not appropriate for the development of the youngest children.
- At times, less experienced staff do not always enhance children's learning through the use of open ended questions.

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 children's play and staff interaction, inside and in the outdoor learning area.
The inspector examined documentation including a representative sample of children's records, staff personnel files and suitability records, the setting's Ofsted self-evaluation form, assessment and planning documents as well as a range of Health and Safety records.
- The inspector talked with available staff, some parents and met with the owner/manager of the setting throughout the day of inspection.
- The inspector observed snack and lunch sessions.

Inspector

Elaine Joyce

Full Report

Information about the setting

Busy Lizzie's Ltd registered in 2007. It is a privately owned nursery and offers before and after school care including holiday care. The provision is situated in a residential area of Chichester in West Sussex. The setting has use of one large scout hall with toilet, kitchen

and storage facilities; there is a covered patio area for outside play leading to a full size grass area with paths. The provision serves the local and surrounding communities and is open from 8.30am until 5.30pm each week day, throughout the year. The nursery is registered for 30 children on both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 69 children on roll, 64 children are in the early years age group. This includes children attending the after school and holiday play scheme. The nursery provides funded educational places for two, three and four-year-olds. There is support for children with special educational needs or disabilities and for children and parents who speak English as an additional language. Children attend the setting for a variety of full day care and for various session times. The manager has Early Years Professional status and a BA in Education and Training. The deputy manager has a Foundation Degree in Early Years Childcare and Education. There are currently ten other practitioners who work with the children, seven staff hold relevant child care qualifications at level 2 and 3. The setting receives support from the local early years network and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- strengthen the experiences and challenges that are appropriate to the development of the children, particularly large group times.
- support less experienced staff to enhance children's learning through good interactions and the use of open-ended questions.

Inspection judgements

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

Children have fun as they access well planned activities and experiences across different areas of learning. This helps them to make good progress. Children are eager to get involved with the provision staff have carefully prepared for them and are confident to choose what they want to do from the variety activities on offer.

Staff know children well. They observe children closely throughout the day and collect information from parents about their children's needs, interests and abilities when they begin nursery. Staff use this knowledge together with their good understanding of how children learn and the Early Years Foundation Stage to plan interesting play based experiences that promote children's learning and development. Skilful questions by most

staff extend children's thinking and they gently guide children to develop their skills as they play alongside them. However, on occasions, less experienced staff do not always use spontaneous opportunities to interact with children during their play and use open-ended questions to extend their thinking and learning. Special days where visitors, such as farm animals, come to nursery or the children go out to experience their local environment enhance the provision. Children use the photo book of these events to recall the experiences and talk about them.

Children enjoy engaging in a range of activities that develop their skills in expressive arts and design. They use a variety of creative art materials to make Valentine cards for their families and talk to staff about the collages they are creating. The youngest children enjoy the experience of the different textures they are handling and take pleasure in rubbing their hands in the sticky paint. In the role play area children play at 'restaurants'. They order meals and check how much items on the menu cost and comment that they 'really like my spaghetti' as they pretend to eat. Outside younger children are busily involved in organising dolls, buggies and bags to go on a shopping expedition across the garden. Children develop early literacy skills as they learn to recognise their names when they find their name cards as they arrive at nursery. They have regular access to writing resources and there are frequent opportunities to listen to stories and practise writing throughout their time at nursery. Children have frequent opportunities to listen to a story with a key person in the cosy book area, join in group singing sessions and have numerous good quality interactions and modelling of language by most staff. These all contribute to promote good language and communication skills for children.

Children enjoy playing with interlocking blocks to make towers. They count the blocks carefully and talk about which tower is tall or short. Staff encourage them to compare the height of towers with other items and use mathematical language such as taller and shorter than. The garden area offers a good range of opportunities to support children's physical development. Children use the wheeled toys and climbing and balancing equipment with confidence and demonstrate good spatial awareness and agility. They shout with excitement as they delight in the physical experience of spinning round on the see-saw. Others just enjoy having a large space to run in and to kick a ball. These outdoor experiences along with the regular opportunities for threading, colouring and using scissors all help to ensure children's physical development is particularly well supported.

The needs of children including those with special educational needs and/or disabilities are well met. Staff expect all children to participate in a full range of activities and take care to liaise with other professionals, such as the occupational therapist, so that they know what they can do to support children's particular needs whilst they are at nursery. The very youngest children enjoy singing time with other children but do not enjoy being part of the big group at story time. They are not able to sit quietly and do not benefit from this particular experience.

Children make good progress and demonstrate through their play that they are generally within the range of development expected for their age. During their time at the nursery children are helped to develop the appropriate range of skills to help them make a positive transition to school.

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

Children are happy and excited to come to nursery because of the caring and warm relationships they have with the staff. Most children are confident to wave good-bye to their parents and they get involved in activities with ease. The few children who still find this difficult are sensitively supported by their key person who helps them to find an activity and to settle quickly. Older children chat happily to adults as they move around the nursery independently and the youngest children communicate with gesture and expression with their key person indicating they feel safe and comfortable in the nursery. Staff talk to the children calmly and in a friendly, playful way. They are alert to anticipating potential conflict and step in to model positive ways to resolve a problem. They help children take turns to use wheeled toys and explain clearly how to ask for a toy when someone else is using it. Children's behaviour is good. They play alongside and with each other and usually share toys well.

Babies have a good relationship with their key persons who are sensitive to their particular needs and personalities and help them to access a wide range of experiences. Older children are aware of the younger children as they play and take care not to bump into them. When one of the babies is crying an older child goes to him, touches him gently and asks with concern, 'Are you alright?'

Children's physical safety is given appropriate high priority. Access to the premises is closely monitored and staff carry out daily risk assessments of the inside and outside areas to help to keep children safe. Staff supervise children well but give them space to explore their environment so they can take risks as they try out ideas for themselves such as when they re-organise the balance trail and clamber up the slope of the slide. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day to day hygiene habits such as hand washing. They can make good choices about the clothing they need to play outside and staff effectively support their developing independence in managing coats, zips, mittens and hats.

At snack and meal times staff oversee the children carefully as they select and eat their food. Snacks are varied and provide a healthy balance. Children and staff discuss what they are eating and can say why they need to eat a range of food and that some foods are 'treats'. There are good arrangements in place to make sure children's dietary needs are respected and catered for. For example, children have their own place mats, which detail any specific allergies or needs.

Children are encouraged to access the variety of play opportunities independently. Staff play alongside the children and make timely interventions to model behaviour, language and ideas but they do not over direct the children. This helps them to become independent in organising their own time with their friends.

Children are able to visit the local primary school to meet teachers and to share experiences, such as the fire fighter visit, so they become familiar with another setting.

Children's experiences at nursery prepare them well for their next stage of learning and transition to school.

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

The manager of the nursery strives for the very best for all the children at the nursery. She describes herself as an ambassador for play and this commitment to play-based learning is reflected in the provision. The manager is fully aware of the safeguarding and welfare requirements. A recent review and update of these policies and procedures has resulted in more effective monitoring to support consistent implementation. For example, there is a clear no smoking policy in place and safeguarding policies have been reviewed and updated in line with requirements. Good systems for the recruitment of suitable staff and a planned induction programme are in place. Staff value their induction because they say it helps them to understand and to feel confident about their responsibilities to keep children safe and well cared for. Adults are aware of child protection issues and the procedures to follow in the event of concerns about a child's welfare, including maintaining appropriate records. All requirements for safeguarding are met.

Overall, an effective staff performance management system means that staff are encouraged to improve their skills and gain confidence in their work. Training opportunities are well targeted, although less experienced staff are not always supported in using questions effectively to extend children's learning. Self-evaluation of the nursery provision is detailed and thorough. It makes good use of different sources of information including from families, children and staff. The nursery manager's clear vision for the nursery is reflected in the priorities she identifies to improve practice and provision further.

Children make good progress towards the early learning goals because learning opportunities are carefully reviewed to ensure that there are varied and challenging experiences available for all children. The nursery monitors the progress of children over time well and the manager has developed good systems to help her to analyse this information. This helps her to identify most gaps in provision. Well established daily observation and assessment systems are also in place and this means staff can monitor each child's progress and plan activities to meet interests and next steps in learning.

Staff work very effectively with other professionals to make sure that children's particular needs are met. Parents say they feel included and informed about what their children do at nursery and a typical comment from parents is that they 'feel very comfortable' to leave their children at this happy and caring nursery.

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

EY366537

Local authority	West Sussex
Inspection number	902120
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	69
Name of provider	Busy Lizzie's Ltd
Date of previous inspection	10/01/2011
Telephone number	07891815249

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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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