

Bizzy Bodz Day Nursery

307 City Road, Fenton, Stoke On Trent, ST4 2QA

Inspection date	28/02/2013
Previous inspection date	09/11/2011

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 excited and curious, enthusiastic and happy. They enjoy the wide range of activities on offer that challenge and stimulate them.
- Teaching is rooted in a robust understanding of the Early Years Foundation Stage. Staff know how to make the most of learning opportunities and extend children's learning through play.
- Children with additional needs are fully supported. Staff are positive and encouraging. They work professionally with parents and other agencies to enable all children to reach their full potential.
- Safety is of paramount importance. Children are well protected by effective risk assessments and sensible procedures which ensure they are always well supervised and cared for.

It is not yet outstanding because

- Gaps in the provision of programmable resources and information communication technology means that the pre-school children are not able to develop as swiftly in this area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 baby room, toddler room and pre-school rooms and accompanied children on an outing.
- The inspector held meetings with the provider and manager of the provision and had discussions with other staff members about their roles and responsibilities.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector also took account of the views of parents and children spoken to on the day and in information included in written documents.

Inspector

Jennie Dalkins

Full Report

Information about the setting

The nursery was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the first floor of a building in the Fenton area of Stoke-on-Trent, and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is no designated outdoor area at present so daily outings to parks and other local amenities are undertaken.

The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications, with two members being qualified to level 2 and eight members holding a level 3 qualification. The manager is qualified to a level 4. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. An out of school club also operates during term time and a holiday club is available during main school holidays. The nursery supports children with special educational 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:

- increase opportunities for children to use a range of programmable toys, as well as equipment involving information communication technology, such as computers.

Inspection judgements

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

Children are fully engaged in fruitful activity throughout the day. They learn through play as staff are skilled in questioning them and extending their play to provide a good level of challenge. Babies are provided with a good range of sensory experiences that encourages their natural desire to explore. They reach out excitedly as glittery material creates a sparkle effect on the floor and enjoy the feel of different fabrics on their skin. Staff encourage them to develop physical skills as they roll a ball across the floor for children who are beginning to crawl. Children respond to this game enthusiastically, moving with increasing control and speed.

Older children confidently answer questions at circle time and recognise their own pictures at registration. They know the initial letter in their names and most are able to write their full name with support. They join in group activities enthusiastically, singing along to the 'hello' song and listening to each other as they discuss the routine of the day. This helps

them develop key skills for future learning, such as concentration and turn-taking. Children engage in a good range of interactive experiences as they get to play with dried pasta, exploring the feel of it and the sound it makes against the metal bowl. They thread pasta pieces together and make creative designs. Mathematical skills are also flourishing as children sing number songs and recognise which number comes next in a sequence. Staff spend time with children helping them to identify the numerals in the number line and encouraging them to put them in the correct order. Children also learn about measure and volume as they regularly take part in baking activities, adding ingredients and mixing them together to make cakes. They enjoy playing in sand and water. Staff provide them with a range of new experiences, adding ice to water play so children can experience how it feels and changes as it heats up.

There is currently no outside area attached to the nursery. However, children go out every day, visiting local parks and other attractions. They are familiar with the local area and are actively involved in the local community as they visit the market with staff to buy fruit for snack time. They build their muscles as they spend time walking to and from the places they visit. They also have active play sessions indoors. A weekly 'mini movers' session provides them with dance and other physical activity linked to their interests. In these sessions children jump up enthusiastically with their arms above their heads as they pretend to be rockets, going 'whoosh'.

There are rigorous systems to observe, assess and monitor each child's development. Staff make pertinent observations across all areas of learning and identify children's individual next steps, which are used to plan future activities. This ensures children's emerging needs are followed up swiftly. Staff also record children's self-initiated play, and use children's interests as a basis for their planning. All of the seven areas of learning are successfully included in the activities and most aspects within the areas are also covered. However, recent planning has not included opportunities for children to use information technology or programmable toys. This has been overlooked as the nursery computer is not working and other options have not been fully explored. Consequently, children have not been developing as swiftly as they could in this aspect of learning.

Each child has a key person who ensures that all activities are tailored to meet their individual next steps. The key person also regularly records and reviews progress. This ensures all children are making good progress and that any concerns are promptly followed up. Children's starting points on entry to the pre-school include parents' views about what their children can do and as a result, staff have a secure baseline in place from which to measure children's progress. Staff work in partnerships with parents and other professionals to identify realistic yet challenging targets for any child with additional needs. Targeted individual plans are in place for children with global delay or speech and language issues and staff are very careful to ensure that they monitor the development of children who require added support. They regularly review children's progress and discuss any concerns promptly. Therefore, all children, including those with special educational needs and/or disabilities are encouraged to reach their full potential and develop necessary skills in readiness for school.

Parents are invited to attend reviews and are encouraged to contribute to staff's understanding of how their child is progressing. They record key moments at home and

add them to the 'Wow Wall' and 'Achievement Tree' so that staff can celebrate the achievements with their child. Parents are also provided with ideas to extend their children's learning at home. They are given information about the activities undertaken at nursery such as the rhyme or song of the week. This enables parents to extend their child's learning at home and complement the learning undertaken at the nursery.

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

Children are assisted in making a smooth transition from home to nursery as a result of an effective key person system and settling-in process. Hour long introductory sessions are offered to allow children to get used to being away from their carers. Parents are given plenty of opportunity to raise questions as they sit with the manager or provider to complete initial paperwork. This enables them to give the nursery lots of information about their child, including any special requirements, likes and dislikes. This enables staff to identify children's individual needs and plan activities that they enjoy.

Children build strong relationships as staff provide genuine warmth and affection. They show interest in the children, listening attentively and swiftly meeting their personal needs. This enables children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy to engage in play and develop skills for future learning as they are relaxed and comfortable. Babies snuggle in for bottle feeds and enjoy a cuddle as they doze off to sleep. Older children chat confidently to staff, engaging them in discussion about the different types of dinosaur in the sandpit. Children of all ages show a sense of belonging in the nursery. Even babies are able to indicate what resources they want to play with, as all tubs have a picture on them to show what they contain. Older children help to tidy away toys before meal times and develop their independence as they serve themselves with lasagne and salad. This encourages positive self-esteem and enables them to develop their self-help skills.

Children understand how to keep themselves safe as they learn road safety skills on the regular outings in the community. They know to hold hands with staff and understand how to use the pelican crossing safely. Children behave well and show a good understanding of what is expected of them. They sit quietly to listen at circle time and share resources happily. They also develop an understanding of the importance of physical exercise and a healthy diet. They discuss the fruits they buy at the market and know that these help support their good health. They enjoy a varied and balanced diet as the nursery provides a three week rolling menu, with freshly prepared meals. Some children bring packed lunches from home and are encouraged to eat their sandwiches and fruit before any sweet. All children have daily access to fresh air and exercise despite the setting having no outside area of its own. This supports children's physical and good health. They visit the local parks and shops as well as taking part in a weekly indoor activity session where they develop balance and co-ordination.

Children move around their base rooms safely, enjoying the freedom to select from the wide range of resources that are easily accessible to them. They benefit from the thoughtful layout, which includes designated areas for rest or active play. Children are

able to meet their physical needs for relaxation as they can curl up on the large cushions in the book area when they are tired. Babies have a designated sleep room, where they can rest undisturbed. This is constantly monitored to ensure their well-being as they sleep. Staff also support children as they move onto school, making records available for reception teachers and taking children on visits to the school they will attend. This involves visits to the eight local primary schools. The nursery takes photographs of the schools and provides these for children to keep over the summer holidays before they start. This helps children to prepare for the move to formal education.

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

The nursery is effectively led by the provider and her manager. They share a desire to provide top quality care and have recruited positive and enthusiastic staff who also hold this vision. Consequently, from the most senior to the most junior, all staff are dedicated to meeting the needs of the children who attend. Successful team work ensures that children's wellbeing is efficiently prioritised and the positive atmosphere contributes to a setting that is warm and welcoming. All required policies and procedures are in place to assist in the smooth running of the nursery. These are regularly reviewed to ensure they continually meet the latest requirements and are in line with current best practice. The manager also regularly monitors the delivery of the educational programmes and routine care practices. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children progress. Similarly, children's individual progress files are regularly checked to ensure each child is developing well. However, a recent gap in the provision of programmable toys and communication technology for the pre-school children, has not been identified. Consequently, older children have not been able to develop as swiftly as before in this area.

All recommendations from the last inspection have been addressed. For instance, stronger tables and chairs are now in use, ensuring that children are able to access these resources safely. The setting uses self-evaluation to identify other areas for improvement and action plans are in place in each room to bring about continual development. Staff take ownership for each action and record their progress to ensure that it is completed.

Children's safety is effectively prioritised. Staffing ratios are always met ensuring children receive plenty of attention. These are increased on outings, to provide a higher level of supervision. For example, when visiting the local market, staff only have two children each to ensure they are able to hold hands and stay safe by the road. All staff hold relevant qualifications and key staff have attended specialised safeguarding training. This is shared at staff meetings to ensure all staff understand the signs and symptoms that may indicate abuse and know how to report any concerns. Any child who has an accident is given first aid by a qualified staff member and for those with medical needs, a full and detailed plan is put together to ensure that staff are able to respond promptly and efficiently. The environment is fully risk assessed and all external doors are secure, with access being restricted by locks.

Parents are warmly welcomed into the setting and are comfortable chatting to staff who

show a genuine interest in their children. They are kept informed about activities through regular newsletters and are encouraged to share their own observations of children's progress. Staff also work alongside other professionals such as speech therapists and educational psychologists to ensure all children receive support in line with their unique needs.

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 action. 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	EY424752
Local authority	Stoke on Trent
Inspection number	874465
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	39
Name of provider	Diane Hughes
Date of previous inspection	09/11/2011
Telephone number	01782849616

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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, which are usually the childminder's 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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