

# Bizzy Beez @ Marton Primary School

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 26/06/2013 |
| Previous inspection date | 21/11/2012 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>3</b> |
|--|-------------------------|----------|
|  | 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            |                         | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | 3        |

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, busy and confident and enjoy their leisure time at the out of school club. They enjoy the company of staff, children their own age and older children.
- Staff are skilled at their interactions with children. They know children well and provide a good range of activities and ask questions to extend children's learning.
- Close links with the attached school that children attend enable both settings to share information about children's progress and work together to enhance learning opportunities for children.

### It is not yet good because

- The person who is named deputy is not fully confident in her role in the manager's absence. Therefore, in the absence of the manager the club's ability to fully promote children's safety and well-being is not as robust as when she is present.

## 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 spoke to children and observed activities in the playroom and outdoor play area.
- The inspector held a meeting and conducted a joint inspection with the manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the out of school club's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

## Inspector

Barbara Wearing

## Full Report

### Information about the setting

Bizzy Beez @ Marton Primary School was registered in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and 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 club employs six members of childcare staff. Of these, five hold appropriate early years qualifications. One holds an early years foundation degree, one has a certificate in education, one holds an early years qualification at level 3 and two hold qualifications at level 2. 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, depending on demand. Children attend for a variety of sessions. There are currently 55 children attending, 10 of whom are within the early years age group.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the deputy is fully aware of her role in the absence of the manager and develop her confidence in implementing the clear safeguarding procedures by, for example, attending higher level safeguarding training so that children are fully protected.

### Inspection judgements

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

Children enjoy engaging in a good range of activities at the out of school club. Staff know children well as they observe them closely and have good relationships with their parents and teachers. Each child has their own learning journal that includes observations and photographs of them engaging in play. These are used to monitor their progress towards the areas of learning and ensure that any areas for development are identified quickly. Regular progress reports show a summary of children's skills and achievements and identify next steps for their learning. These are shared with parents and early years staff at the school to ensure that they work together to enhance children's learning. Staff use their good knowledge of children's abilities and interests to plan fun activities that support their progress well in the relaxed, out of school environment.

Children benefit greatly from continuous access to a well-resourced outdoor play area.

They develop good physical skills and coordination as they climb, balance and slide on climbing equipment and ride scooters, skilfully avoiding obstacles. Children enjoy skipping in groups and persevere at developing their skipping skills on their own. Through observations and discussions with a child's early years teacher, a member of staff is aware that one of her key children sometimes struggles with counting. Therefore, she takes opportunities during play to encourage her to practise her mathematical skills and develop her understanding of number. For example, the member of staff makes a tally chart to record her successful skips and supports the child in counting how many she has recorded when she has finished.

Children confidently talk to each other and staff throughout the session. Staff listen to children and ask questions to encourage and extend their language skills. A group of children eagerly choose to draw and colour pictures and demonstrate their enjoyment and skills in art and design. They chat to each other about their pictures and events at school or home. Children proudly show their pictures to staff who give them enthusiastic and meaningful praise and encourage children to tell them about what they have drawn. They support children in practising their writing skills as they suggest that they write their name on their picture and sound out the letters with them.

Children develop their understanding of the natural world as they take part in bug walks along the nature trail in the outdoor play area. They use a range of technology to support their learning. For example, they take photographs of the models they make using various construction sets and take photographs of things they find on their bug hunt. These photographs are used in children's learning journals or for displays around the room. Children learn about different cultures and celebrations, such as Chinese New Year and Easter.

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

Children are eager to come to the out of school club. They confidently make choices in their play from the good range of toys and resources available to them in the indoor and outdoor play areas. They build secure bonds with staff, in particular their key person and enjoy the company of friends their own age and those who are older. A younger child proudly shows a group of older boys how well he can whistle and they openly show their admiration. Children have been involved in deciding the rules of the club and generally play happily within these guidelines. Staff gently remind children of the rules when necessary and praise them when they have followed them. For example, children ask if they can go outdoors as they arrive at the club, but are gently reminded that they have to wait for a member of staff. They are then praised for 'good waiting' when staff return from collecting other children from school. Staff have a consistent approach to behaviour management and any concerns are discussed with parents and the staff team.

Information is gathered from parents regarding their children's likes, dislikes, interests and needs. These are catered for accordingly and support children well as they settle into the club. A number of staff also work within the co-located school and all staff share necessary information with children's early years teachers to support a smooth transition to and from the club and school. On the whole children's safeguarding and welfare is

promoted well. However, in the absence of the manager this is unlikely to be as robust. Feedback from parents is very positive. They feel that the staff are welcoming and approachable and provide an excellent service to their children, who often request to come to the club.

Staff take various opportunities to talk to children about keeping themselves and others safe. Older children are reminded that the climbing frame is for the younger children and the club has planned activities about fire safety, road safety and 'stranger danger'. Children's health is promoted well. They benefit from daily exercise and fresh air and engage in activities that support their understanding of healthy eating. They develop their independence and self-help skills as they prepare their own wraps; choosing from ham, cheese, cucumber and tomato.

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

This inspection was a concern driven inspection, prompted as the result of an investigation following an anonymous concern raised with Ofsted. During the investigation the club was found not to be complying with the regulations of the Childcare Register with regards to the qualifications of staff during the breakfast club. The club has now taken appropriate action to ensure that there is a member of staff on duty at all times with an appropriate early years qualification at level 3.

Staff generally have a clear understanding of their duties to safeguard children. They are aware of the signs and symptoms of abuse and of when and how to refer concerns to the relevant manager or agency. Staff are aware of the club's whistleblowing policy and that any concerns regarding the practice of a colleague must be reported. They know the procedures to follow in the event of allegations of abuse. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A comprehensive induction procedure ensures that staff are given information regarding the club's policies and procedures and on the whole ensures a consistent approach to promoting children's welfare. The manager has appointed a named deputy to take charge in her absence. The deputy is skilled at her interactions with children and is a positive role model to staff. However, she is not fully confident in her role in the absence of the manager. She has not attended higher level safeguarding training and while she has an appropriate understanding of the safeguarding procedures she does not feel fully confident in implementing these in the absence of the manager. Nevertheless, she is aware of the importance of swiftly reporting concerns to her manager or social services if any concerns were identified and has relevant numbers at hand. Therefore, children are suitably safeguarded. Their safety is further promoted as any hazards are quickly identified through routine risk assessments and prompt action is taken to reduce the risk of accidental injury.

Staff feel valued as a part of the team and have ample opportunities to share their ideas for future developments. The manager works alongside staff on a regular basis and holds routine staff meetings and individual supervision meetings. She reviews children's learning journals when the termly reports are written to ensure that they are purposeful and are of

good quality. Therefore, she has a secure understanding of staff skills in supporting children in their play and learning. She develops staff skills through discussion and role modelling best practice. The manager is keen to support staff in gaining further qualifications, such as National Vocational Qualifications at Level 3. Staff attend necessary training, including first aid and the manager delivers in-house training to keep them up to date with changes in early years requirements and practice.

Appropriate self-evaluation processes are in place to enable the manager to have a sound knowledge of the strengths and areas for development of the club. She reflects and reviews the quality of provision through her observations as she works alongside staff and through discussions with staff, parents and children. The manager correctly identifies the club's strengths as being the good relationships with parents and children. She is aware of the need to further develop the skills and confidence of the deputy when taking charge in her absence. The club recently secured funds that enabled them to purchase a playhouse for the outdoor play area that has supported children's good imaginations and social and language skills.

The club is not currently caring for any children with special educational needs and/or disabilities. However, any concerns regarding children's development would be swiftly identified through regular observations and close links with parents and children's teachers. The manager is fully aware of the importance of working closely with other professionals, parents and school to ensure that children receive the necessary support to best promote their development and 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 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY432611                 |
| <b>Local authority</b>             | Cheshire East            |
| <b>Inspection number</b>           | 922529                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 17                   |
| <b>Total number of places</b>      | 30                       |
| <b>Number of children on roll</b>  | 55                       |
| <b>Name of provider</b>            | Bizzy Beez Limited       |
| <b>Date of previous inspection</b> | 21/11/2012               |
| <b>Telephone number</b>            | 01260224482              |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

