

Busy Nought to Fives Ltd

10 Brimstage Road, Heswall, WIRRAL, Merseyside, CH60 1XG

Inspection date	20/08/2013
Previous inspection date	16/06/2009

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 settle happily at the nursery and enjoy secure and trusting relationships with the staff. They provide children with praise and reassurance, which boosts their confidence and helps them to become self-assured individuals.
- Staff have a good knowledge of their key children and the Early Years Foundation Stage. They effectively support and challenge the children so that they make good progress in their learning and development.
- Children demonstrate they are developing good independence skills, preparing them well for the next stage of their learning.
- Children remain safe and secure while at the nursery, due to the safeguarding policies that are implemented by the vigilant and caring staff.

It is not yet outstanding because

- There is scope to improve parental involvement in their child's learning as they do not currently contribute to the assessment process.
- The nursery is committed to outdoor learning, however, there is scope to improve the outdoor environments to fully maximise opportunities for children's learning and development.

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 designated indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector held meetings with the provider, a manager from another of the company's nurseries and the deputy manager. The inspector talked to staff and a joint observation was carried out with the manager present.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Busy Nought to Fives Ltd was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in Gayton, Wirral. The nursery is managed by a limited company. The nursery is accessible to all children. It operates from five designated playrooms and there is an enclosed area for outdoor play.

The nursery employs 19 members of childcare staff. There are four members of staff who holds an appropriate early years qualifications at level 2, and 11 at level 3. Two members of staff are qualified teachers. The nursery opens Monday to Friday all year round from 7.30am until 6pm. There are currently 74 children attending in the early years age group. The nursery provides funded early education for two-, 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.

What the setting needs to do to improve further

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

- strengthen the opportunities for parents to contribute to their child's observation, assessment and planning record to further increase their involvement in their children's learning and development

- enhance further the outdoor play environments, to reflect the quality of the continuous indoor provision and to further extend children's learning and development opportunities.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage. This is used effectively to support children in their learning and development. From an early age children are encouraged to make independent choices from a wide variety of toys, equipment and resources. Each area of learning and development is implemented through planned, purposeful play and through a mixture of adult-led and child-initiated activity. All staff respond well to children's emerging needs and interests and guide their development through positive interaction. Children thoroughly enjoy the time they spend at the nursery

and are excited and motivated to learn. The quality of teaching is good and as a result, children make good progress in their learning and development. The key persons complete ongoing observations on their key children to assess their stage of development and to plan for their next steps in learning. Children's individual record of learning is available to parents at all times. The regular parent's evenings provide key persons and parents an opportunity to talk in depth about their child's progress. Two-way communication is valued by staff to help them meet children's individual needs. Guidance from professionals involved with children who have special educational needs and/or disabilities is used by key persons to inform their individual planning. This helps key persons ensure that children make consistent progress in the areas where they need extra support. Staff have had training from nursing staff to follow the correct procedures to attend to children's medical conditions. Children who speak English as an additional language receive effective support because key persons work closely with the parents and set out strategies to meet the individual children's needs. Although there is a strong commitment to partnership working the children's records of learning lack parental contributions. Key persons complete the required 'progress check at age two'. This helps to support children's progress or identify if there are any concerns so that further support can be put in place.

Children learn to be confident communicators. They talk to each other and staff about what they are doing, their recent experiences and ideas using expressive language. Staff support children's language development throughout all age groups and introduce basic signing as an additional means of communication. Children's enjoyment of books is well promoted. Books are positioned in different areas to trigger children's interest. Babies independently look at books in their outdoor play area. They 'babble' as they point to pictures and have learnt how to turn the pages. Staff make the story telling session exciting. They use expression in their voice as they read and ask children questions to encourage them to anticipate what is going to happen next. This reflects staff's general practice, they are enthusiastic and they create a sense of fun. Within this playful atmosphere staff nurture children's self-confidence to develop a 'can do' attitude to complete tasks themselves. For example, staff encourage children to use their problem solving skills and to persevere when things do not go to plan as they construct their own design using tubes of different shapes and sizes. Children are very proud of their end achievement, which is all their own work. Staff's positive attitude and the continuous provision of a wide range of resources motivates children's interest to play and learn. The routine of the nursery offers children ample time to pursue activities of their choice and at a relaxed pace. They are able to revisit activities and practise their skills. Children develop the key skills they need for the next steps in their learning, including those required when they attend school.

A prominent feature of the nursery are the outdoor learning environments. Staff have undertaken 'forest school' training and are implementing this in practice to maximise the use of natural materials. Children make mud pies and mud faces using twigs and plants for the facial features. Children are exploring the natural world. They make discoveries as they dig in the soil and touch and smell the different herb plants. The outdoor environment promotes the pre-school children's imagination. In their play the full sized boat becomes their house and they each have a role from kitten to grandmother as their play plan develops. Although staff fully embrace outdoor learning there is scope to

improve the resources and planning for these environments to reflect the quality of the indoor provision.

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

Children are provided with a warm, welcoming and inclusive environment where staff support them to feel secure and develop their confidence. Children show they have close bonds with their key person when they seek cuddles if they are feeling tired. Key persons help new children to the nursery to settle in by working closely with parents to find out about the children's routines, likes and favourite activities. Children make friends and thoroughly enjoy playing and exploring together. They develop independence as they freely choose from a wide range of age-appropriate toys and equipment. Procedures are in place to support children's smooth onward moves as they progress through the nursery and on to school. Staff plan activities and provide resources to help reassure and prepare them for school. This involves visits being made to the nursery by school teachers. Resources and planned activities help to nurture children's respect towards the diversity of the world in which we all live. Parents and grandparents are encouraged to visit the nursery to become involved in activities, such as sharing their skills and reading stories to the children. This further enhances children's understanding about people and communities.

Staff are good role models for the children's behaviour. They talk to children in a respectful manner, they consistently use good manners and they show interest in what children do and say. As a result children's behaviour is good. Children enjoy the social aspect of their play as they make friends. Outside the pre-school children play cooperatively on the two seater bike. They independently negotiate the turn taking of sitting in the front to steer. Other children notice they are having difficulty getting the bike up the raised ground and they eagerly go to help their friends push the bike to the top of the mound.

Children's health and well-being is effectively promoted. Children develop good self-care skills. From an early age they learn about the need to wash their hands after using the toilet, before eating their meals and after 'messy' play. They competently complete these tasks independently. Children are provided with fresh, nutritious and balanced meals and snacks. Weekly menus are displayed on the noticeboard for parents to see. Children's preferences are respected. From an early age they independently serve their own food determining the amount and what they want to eat. Children are given an alternative to the menu food if they do not like the meal. They benefit from the large outdoor environments, which they can enjoy for good amounts of time on a daily basis. The different age groups of children have their own outdoor play area which, enables them to move freely and explore and investigate safely. For example, the mobile babies laugh at the changes to the sounds they make caused by the vibrations as they run down the gentle slopes. The older children have the space to be energetic and exuberant in their movements, such as enjoying the sensation of running. Children learn to look after themselves. They practise the emergency evacuation procedure and visits from the fire safety officers and police officers further raise their awareness of safety issues. The

nursery has introduced first-aid training, led by a trained instructor, specifically designed for pre-school children. This is to further help their understanding of procedures to follow in emergency situations.

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

Staff are confident of their responsibilities to protect and to safeguard children. All staff complete safeguarding training. Safeguarding is an agenda item for each team meeting, in order to promote consistency in staff's knowledge and practice. The recruitment and vetting procedures help ensure that staff are suitable to work with children. All staff complete an induction procedure. This is to ensure that they develop their knowledge of the policies and procedures to inform their practice. Risk assessments and daily safety checks are completed to help make sure that there is a safe environment for children. Staff's supervision of the children and their implementation of safety procedures contribute to children's safety. For example, staff count the number of children present on a regular basis to make sure that they know their whereabouts, and they ensure that gates are securely closed to prevent children leaving the premises unsupervised. Legally required records for children's welfare are accurately maintained.

The provider, managers and staff have a good knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage. They understand how children learn and develop and they ensure that the planned activities cover all areas of learning in sufficient depth and breadth. Systems are in place to monitor the quality of the planning and staff's practice. Manager observations of practice and staff supervision offers support to help raise the quality of the provision. The staff team are continually reflecting on what they do, in order to improve the quality of the provision.

Appraisal sessions identify opportunities for professional development. Self-evaluation processes take into account the views of parents, children and staff. Children's views are recorded and displayed around the nursery. Suggestions raised by parents have resulted in guidance being issued to parents regarding children's illnesses, and further information provided about the Early Years Foundation Stage. The recommendations from previous inspection have been addressed. The risk assessment covers water play activities for children's safety and there is a systematic approach to completing children's planning to support their progress.

Parents comment positively about the nursery and that they are pleased with the progress their children are making. The parents spoken to have had more than one child attending the nursery and have been involved with the nursery for number of years. Displays throughout the nursery give parents useful information, including guidance on continuing learning at home. Parents are invited to attend activities at the nursery, such as sampling the children's menu. There is a strong commitment to work in partnership with other professionals, including providers who deliver the Early Years Foundation Stage to the children at other settings. These partnerships effectively contribute to children's continued progression.

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
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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	EY378710
Local authority	Wirral
Inspection number	915412
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	74
Name of provider	Busy Nought to Fives Ltd
Date of previous inspection	16/06/2009
Telephone number	0151 342 6385

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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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