

BusyBodies Childcare

Breckon Hill Children's Centre, Fencehouses Community Centre, Woodstone Village, Fencehouses, DH4 6DS

Inspection date

Previous inspection date

11/02/2014

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

- The quality of teaching is good. As a result, children are motivated, keen to learn and quick to engage in play.
- Effective steps are taken to ensure that the nursery is a clean and welcoming environment. High standards of hygiene are maintained and it is well-resourced with good quality equipment, furniture and toys.
- Staff have a good understanding of their responsibilities with regards to child protection and the premises are safe and secure. Children are well safeguarded.
- The capacity to maintain continuous improvement of the nursery is good. Staff carry out effective self-evaluation to help them identify areas for development and they have a positive attitude to attending training to increase their childcare knowledge.

It is not yet outstanding because

- There is scope to strengthen the links with parents about what children are learning at home so this can be taken into account when planning activities to extend children's good learning even further.
- There is room to extend the educational programme for expressive arts and design, so that children have even more opportunities to listen to and make music and sound.

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 care in the childcare rooms.
- The inspector spoke to staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings and discussions with the management team throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through conversations during the inspection.

Inspector

Lindsey Pollock

Full report

Information about the setting

BusyBodies Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in its own premises in Woodstone Village, Fencehouses adjacent to the community centre and is run by a private company. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 73 children on roll; of these, 20 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- encourage parents to contribute more information about what children do at home and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning
- enhance the educational programme for expressive arts and design even further by increasing the opportunities for children to explore sound and music.

Inspection judgements

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

Children make good progress in their learning and development. This is because staff clearly understand how individual children play and learn and the quality of teaching is consistently good. Staff are clear about what they want individual and groups of children to learn. They know children well and plan activities based on their interests and which will challenge children. Each child has a learning and development record that includes records of staff observations and assessments, examples of children's work and photographs. These are made available to parents and provide them with valuable information about their child's progress and time spent in nursery. However, there is scope to build on the strategies to strengthen parents' involvement in their child's learning. For example, by obtaining information from parents about what children have been learning and achievements at home to further secure the learning process.

Staff successfully promote children's competence in listening, understanding and speaking. Time is provided for children to develop spoken language through sustained conversation between children and adults both one-to-one and in groups. Staff allow children time to initiate conversations and respect their thinking time. They get down to children's level when talking and skilfully use body language and gestures to enhance communication. Staff skilfully alert children to colours, shapes and numbers as they play. For example, they discuss the colours of the dough and the shapes of the cutters and count the number of monkeys jumping on the bed as they sing. Small group times are organised so children begin to learn about the importance of taking turns and being with others. They enjoy the song time session as they pretend to be scarecrows. However, there is scope to enhance these sessions further by using music and instruments, so that children can listen to and make a variety of sounds. Staff work hard to help children learn about similarities and differences in people in ways they can easily understand and relate to. For example, children learn about different customs and traditions through discussion, creative experiences and food tasting. Overall, children gain the necessary skills to support their future learning.

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

Staff are warm and welcoming and provide a reassuring environment in which to care for children. Consequently, children are happy and settled in the nursery. They have secure bonds with staff, which builds their self-esteem and their confidence. Staff implement effective settling-in procedures to ensure children's smooth transition into their care. Parents are encouraged to stay with their child as long as they feel necessary to settle them in, so they are happy to be left.

Staff teach children how to keep themselves safe. For example, they constantly reinforce good road safety when outdoors and remind them how to use tools, such as knives and cutters safely during activities and mealtimes. Regular emergency evacuation practices enable children to learn what to do in an event of emergency. All staff are consistent in their approach to behaviour management and deal with children's behaviour very well. They take time to talk to children about the importance of sharing and working together. Staff also teach children the importance of respecting each other and taking turns to listen to their friends when they are asking questions. Children are becoming increasingly independent as staff are careful to let them try things for themselves. Staff support them in learning self-help skills early on and they competently put aprons for painting and help with tidying away their toys. All of this gives children the essential aptitudes needed for their future learning. They clearly enjoy the company of older children, who attend before and after school and develop close bonds. Staff encourage this by arranging activities in which they can all join in and by making arrangements at mealtimes for children to sit together and share their news about their day. Transitions to school are managed effectively, so that children settle quickly and their learning is progressed.

Children's health is effectively promoted. The cook uses guidance from the Children's Food Trust to help her provide meals and snacks, which are healthy and nutritious and which are of appropriate portion size. This ensures children are well nourished. All areas of the

nursery are maintained to a high standard of cleanliness. Hygiene routines are good and effectively reduce the risk of infection and cross-contamination. Children understand the need for regular hand washing; easily accessible soap and paper towels supports their independence in this respect. Furthermore, staff successfully support these skills through role modelling, discussion and lots of praise and encouragement. Daily opportunities are provided for children to benefit from physical exercise. The outdoor area is currently on the nursery's action plan for improvement; however, it does provide space and opportunities for children to explore, use their senses and be physically active and exuberant.

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

The management team demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Detailed written policies and procedures are in place. These underpin the safe and efficient management of the nursery and these reflect and support staff practice. For example, strict procedures are enforced to prevent the use of unauthorised mobile telephones and cameras in the nursery. Children are safeguarded. They are well supervised and staff carry out thorough daily visual risk assessments of the environment and resources used by children. The premises are secure and effective systems are in place to ensure children are escorted to and from other early years settings. The designated persons for safeguarding are knowledgeable and experienced in this role and provide support advice and guidance to other staff on an ongoing basis. All staff working with children understand that children's safety is paramount and are highly alert to the possible signs and symptoms of abuse. Robust recruitment, induction and vetting procedures ensure that all staff are suitably skilled, qualified and safe to fulfil their role. The management team continually and effectively monitor the learning and development provision to ensure this helps children to make good progress from their starting points.

The leadership and management team are committed to the continual improvement of the nursery and demonstrate a willingness to continue to develop and learn. They support all staff in their personal and professional development and encourage them to attend training with the local authority and to share good practice with each other at staff meetings. Management and staff are constantly evaluating their practice and ask parents for their feedback. Their findings are subsequently collated and successfully used to set targets and improve practice. Action plans are in place to further enhance the provision. For example, the leadership team are keen to develop the outdoor play area to extend children's learning potential even further and stay and play sessions for parents are programmed to start in the near future. Consequently, the provider demonstrates a strong capacity for future improvement.

Partnerships with parents are positive and friendly, while remaining professional. This ensures a good two-way sharing of information to ensure children's needs are fully met. Parents speak very highly of the nursery. For example, they say 'staff are brilliant', 'I have recommended the nursery to friends and family' and 'staff are always friendly and share

lots of information'. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established good links with local schools to support all children to ensure continuity of care and learning for all.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469507
Local authority	Durham
Inspection number	935014
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	73
Name of provider	Sandra Dorothy Sanderson
Date of previous inspection	not applicable
Telephone number	07960799782

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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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