

Busy Nought to Fives Ltd

St Nicholas House, Walton Lane, Birchwood Park, WARRINGTON, WA3 6YL

Inspection date	12/02/2014
Previous inspection date	06/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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 requires improvement

- Children feel safe and secure because the staff provide a caring and welcoming environment. Consequently, children settle quickly and enjoy their time at the nursery.
- Children are beginning to learn how to keep themselves safe and their good health is suitably promoted through daily routines, discussion and some planned activities.
- Toys and equipment are presented invitingly and developmentally appropriate to meet the needs of the children attending. It is organised so children can make some choices about what they play with.

It is not yet good because

- Staff activity planning for children's individual next steps in learning is often too focused on adult directed activities; rather than considering the ways it can be supported further during children's play and the daily routines.
- Children's safety is not fully assured because the arrangements for recording children's attendance is not always accurate.
- The range of natural resources within the younger children's rooms is rather limited and therefore does not complement adult-led activities and extend children's exploratory natures.
- There are inconsistencies in some staffs ability to support and extend children's language for thinking and speaking in a high quality way.

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

- Prior to the inspection the inspector took account of information received by Ofsted relating to the care of children.

The inspector checked information used to assess the suitability of staff, such as recruitment records, qualifications and Disclosure and Barring Service checks. He

- also viewed children's assessment and planning records, registration records and a selection of other regulatory documentation. This included those which covered risk assessments, safeguarding procedures and complaints.

The inspector held meetings with the manager and discussed with her the

- arrangements for self-evaluation, the monitoring of the curriculum and plans and actions for future improvement.

The inspector discussed with the manager several aspects of practice observed over the day and viewed some of the children's learning records during which he used

- the discussion to explore the managers' understanding of the learning taking place. He also held discussions with the deputy manager and several of the members of staff present.

- During the inspection, the inspector interacted with children and spoke to some parents.

- The inspector viewed all the playrooms and equipment throughout the nursery and observed children playing both indoors and outside.

Inspector
Frank Kelly

Full report

Information about the setting

Busy Nought to Fives Ltd at St. Nicholas House registered in 2003 and is one of eight settings run by a company. It operates from a purpose-built, single-storey building located in the Birchwood Park area of Warrington. The nursery serves the immediate locality and also the surrounding areas. It opens Monday to Friday from 7.30am to 6pm all year round with the exception of bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for in 10 rooms and have access to an enclosed outdoor play area. All areas are fully accessible and the setting has assisted toilet facilities.

There are currently 119 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 24 staff working directly with the children. Of these, 21 have an appropriate early years qualification. These include, one member of staff who has Qualified Teacher Status and two who hold Early Years Professional Status. Three members of staff hold an early years degree and 16 members of staff who have qualifications at level 3. One member of staff has a level 2 qualification and three members of staff are working towards a qualification. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

What the setting needs to do to improve further

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

- improve the quality of teaching by; supporting staff to strengthen their understanding of how the seven areas of learning are interconnected, help them to develop their formative assessment skills so that the planning for children's next steps is maximised to best effect and provides children with experiences that build their skills through a curriculum that is as wide and varied as possible
- extend the role of the key person to build a stronger relationship with parents so that they are fully consulted so as to gain a fuller picture of children's abilities from when they start; and ensure parents continue to be kept well informed about their child's progress and involved in the discussions about their child's progress check at age two years
- ensure that the methods for recording the times of children's attendance each day are rigorously implemented to ensure there is an accurate overview of the children being cared for at all times of the day.

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

- extend opportunities for babies and toddlers to enhance their exploratory skills and further develop their sense of curiosity by providing a greater range of resources and objects made from natural materials
- support staff to improve their awareness of how to encourage children's language for thinking and speaking. For example, consider the guidance within National Strategy documents, such as 'Every Child a Talker: Guidance for Early Language Lead Practitioner'.

Inspection judgements

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

Staff demonstrate a sound understanding of how children learn. The overall organisation of the nursery ensures that children have access to toys and resources that provide suitable experiences which span the seven areas of learning; and help children make secure progress. Children enjoy their time at nursery and are generally busy in play throughout the day. Staff undertake regular 'right here and now' observations of the children. They also use a tracking document to identify where children are operating within their development so as to plan activities to support children's next steps in their learning. However, these systems are still in their infancy and staff do not always think

about how they could support children's learning in more playful ways or during their self-chosen activities. This is because they have a tendency to plan activities that are adult-led or that focus on one aspect of an area of learning. For example, a child in the toddler room who shows interest in counting is provided with a one to one activity that involves sitting at a table with a counting grid on a sheet of paper. When discussed staff are able to identify ways to undertake a similar activity using blocks or cars with which the child could sort and/or build with. Thus making it far more enjoyable and linked to children's interests. In addition, some daily routines are less effective in fostering children's learning. For instance, in the pre-school room following lunch, a large group of children sit together. The member of staff shows the children picture cards. She encourages them to name the shapes displayed and confirm the colour and count how many sides each shape has. While these activities introduce chances for children to share and consolidate what they know; they are not suited to all the children in the group. It also means children are waiting a long time to have a turn. For several of the children who are younger or at the back of the group, their interest wanes quickly and they are not engaged in any purposeful way. In contrast children from the same group while outdoors thoroughly enjoy a counting game involving a wolf. During this activity children enjoy the social aspects of sharing fun activities and turn taking, as well as counting, being physically active and using their imagination. Therefore teaching is much more effective as it is done in a way that engages the children and provides learning across several of the areas of learning.

Assessment for children's learning has begun to be undertaken regularly. An additional useful tracking document has been created by the manager which supports staff to create an overview and monitor children's ongoing development. When the children first start staff undertake a series of observations to create a base-line assessment so as to plan future development and progression for the children. They use this to identify if children are showing typical development for their age or if they are operating ahead or at risk of delay. However, parents are not encouraged to contribute or share their views about these initial assessments. This means it takes staff longer to assess children's starting points and overlooks opportunities to engage parents more fully in the planning for their child's future learning and development. Similarly the requirement to carry out the progress check at age two is met but the written statement it is not always conducted by the child's key person. The accuracy of such checks is variable and has not engaged parents fully in the process. This includes being consulted as to when is the most useful point to conduct such a check. Nevertheless children are making sound progress in their learning and parents comment about the friendly staff and the regular updates about their children that they receive on a daily basis. Parents comment on how pleased they are with the progress their children are making. In particular their social development and growing confidence. Parents' evenings are provided on a regular basis. This offers further opportunities to discuss how their children are developing and view their children's records of learning.

Throughout their day children across the nursery have chances to explore and play with equipment that captures their interest there and then. In the toddler room they build with blocks and play in the sand tray. Children in the preschool rooms connect the train track which encourages their problem-solving skills. Staff working with the babies and other children under two ensure they have some chances to explore things that have different textures, such as playdough, paints and crunchy breakfast cereals. There is a range of

toys that encourage them to press buttons and lift flaps which helps to stimulate their self-exploratory nature. However, many of the freely-Accessible toys and resources are made of plastic or other manufactured materials. There is little made of natural materials, such as wood, metal or fabrics that allow children to develop their exploratory natures through, touch, taste and sound. There are books available in all rooms and staff read with the children daily as well as singing song and rhymes. This allows staff to introduce new vocabulary and rhymes. However, some staff are more adept at using the children's free play to extend and encourage children to speak. For example, in the younger children's rooms some staff are more confident to talk to the children. They add words and talk in excited tones about what is happening, for example, that the cereal is becoming 'dusty'. They point to help the children make a connection about what she means. In contrast others sit alongside and say very little or ask questions that encourage those that can talk to answer with one word responses. Nevertheless, the older children are eager to engage visitors in conversation and they demonstrate their emerging literacy as they point to significant letters from their name on the keyboard of a visitor's laptop. Examples of children's writing supported by adults are displayed in the playrooms and crayons and other writing materials are used daily by children in all rooms. These types of activities provide some experiences which help to form a sound foundation for children's future life skills.

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

Children are settled and at ease in nursery, parents are engaged well with regards to children's routines, likes and comforters. For example, children have favourite blanket which they seek when they become tired and want reassurance of something familiar. Staff are gentle in their interactions with the children and they enjoy the children's company. Staff ensure that key words are known and used when supporting children whose home language is not English. Staff follow the children's own routines, such as those for resting and feeding, especially for the babies and where possible the key person undertakes personal care, such as the changing of their nappies. This helps to build relationships and helps children feel emotionally secure. Toddlers and older children have settled fully. There is a sound system for supporting children as they move into the next room. They have regular visits to meet their new key person and play with the children in their new room. Children's creative work and photographs are displayed throughout which helps children develop a sense of community and belonging. Older children introduce their friend to visitors and say they have 'Two best friends'. Resources are reflective of the diversity within of today's society and support children to gain an understanding of difference. The setting demonstrates suitable ways of working with other services, such as schools, to support and prepare children for the start of their formal education and for engaging other professionals to support children who have special educational needs and/or disabilities.

Children enjoy their opportunities to be active as they have a range of outdoor equipment that allows them to be active, jump, climb and run around. Babies are provided with walks on grass outdoors or along the corridor to add interest and encourage them to practise their tentative walking skills. Staff have some high expectations of what children can do so

they become more independent. For example, toddlers are praised when they eagerly help to tidy away before snack. Older children attend to their own dressing needs. They understand that they must hang their coats up and not leave Wellington boots in the corridor; as it may cause others to trip and hurt themselves. Meals are prepared by an external catering company and are based on healthy options that includes a range of vegetables and fruits. Staff undertake projects with older children to extend their understanding of healthy eating and lifestyles. Water is available and clearly visible in all rooms throughout the day so children can seek or indicate when they want a drink to refresh themselves. At lunchtime, some children have occasional opportunities to serve themselves and pour their milk or water.

Staff further support children's personal and social development as they help them understand about turn-taking. They explain the direction in which children are to pass the bowl. They also include directional language and physical examples to convey their meaning. They sweep their arm in a circle explaining that it is 'going anticlockwise'. This use of routine allows children to develop aspects of their prime areas of learning as they become competent in their serving of themselves, developing concentration and sharing experiences and listening to discussions. Children behave well and staff help them understand the impact their actions may have on themselves and others. For example, they remind exuberant toddlers not to scatter toys as they may hurt their friends.

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

This inspection was prioritised by Ofsted because of concerns relating to the nursery's implementation of the requirements of the Statutory framework for the Early Years Foundation had been received. Information received suggested that there were concerns relating to both the learning and development and the safeguarding and welfare requirements. It was found at inspection that the provider generally demonstrates a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. In most respects the setting meets them securely. The procedures for maintain the security of the premises were observed to be maintained appropriately and that the manager had undertaken and updated risk assessments to improve this further. This includes adding addition inner security keypads to inner doors and commissioning a new security system to replace the existing biometric finger print detector. Staff demonstrate that they keep children safe as they understand and follow the companies policies regarding the collection of children by unknown adults. The safeguarding policies and procedures reflect the requirements of the Local Safeguarding Children Board. Most staff have completed relevant training safeguarding training which means they are familiar with potential signs and indicators of abuse. Staff at all levels are able to explain soundly, who and how they should report and concerns they may have about the well-being and safety of children. Procedures for the recruitment and selection reflect current guidance and ensure that adults caring for children have the relevant experience qualifications and character to care for young children. All adults having contact with the children have completed a full Disclosure and Barring Service check.

The premises are maintained appropriately and staff follow suitable hygiene procedures to help keep children healthy. This includes the procedures for changing children and the sterilisation of bottles. Risk assessment is in place and is based mainly on a series of daily checks. Any changes requiring action are implemented appropriately and actions taken to minimise or manage risks are done appropriately. For example, during the inspection the lights failed in one of the playrooms. Staff reorganised the groups of children and arranged for the company maintenance department to repair the faults. Prompt action meant that children remained safe and returned to their normal routines before lunchtime. The outdoor play space is fully enclosed and replacement locks and screens have been fitted which improves the security within this area. Other repairs have been undertaken such as replacing the broken plastic windows in the shed. The repairs and arrangements for risk assessment were actions imposed at the last inspection and demonstrate the management's ability to make improvements. The manager communicates with enthusiasm her vision for the quality of service she envisages for the children. She has created an action plan and has taken steps to implement a more rigorous system for staff supervision, appraisal and development. It is acknowledged that is still in the early stages due to the time scales between this and the previous inspection. She acknowledges that the monitoring of children's assessments and learning records requires further development; and staff's understanding of the principles of the Early Years Foundation Stage and promoting children's learning would benefit from additional training. Relevant training plans are in place. Regulatory documentation is in the main, soundly organised and retained. However, the current arrangements for recording the times of children's attendance is not undertaken with sufficient rigour to ensure that accurate records are maintained at all times. This means that children's safety may be compromised in the event of an emergency. It is also a breach of requirements for both parts of the Childcare Register. Records show that children practise the evacuation procedures with sufficient frequency to meet the fire officer's requirements. This provides those present with an idea of what to do in the event of an emergency.

Partnership working with parents is fostered well by the staff as they are polite and welcoming. A variety of ways for sharing information are used. This includes electronic communications, newsletters and displays. Their views are sought through discussions and parents' evenings. Parents feel staff are very friendly and share lots of information about their child at drop off and collection times. This friendly welcome creates a pleasant place for parents and children to enter. The staff demonstrate the steps they take should they need to establish partnerships with other services and professionals to best meet the individual needs of children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- revise the methods for recording the daily record of the names of the children looked after on the premises and their hours of attendance so that they are accurately maintained at all times (compulsory part of the Childcare Register).
- revise the methods for recording the daily record of the names of the children looked after on the premises and their hours of attendance so that they are accurately maintained at all times (voluntary part of the Childcare Register).

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	EY259610
Local authority	Warrington
Inspection number	952337
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	119
Number of children on roll	119
Name of provider	Busy Nought to Fives Ltd
Date of previous inspection	06/08/2013
Telephone number	01925 850755

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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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