

Busy Kids (NW)

7-11 Ann Street, Denton, MANCHESTER, M34 2GJ

Inspection date

17/02/2014

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

2

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 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 educational programme is well planned by skilled and knowledgeable staff to cover all areas of learning and provide challenging, interesting and motivating experiences for all children. As a result, they consistently make good progress in relation to their starting points.
- The well-embedded key person system helps children to form secure, emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and eventually, to school.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children can play and learn in safety.
- Partnerships with parents are strong and make a significant contribution to meeting children's needs.
- Systems for self-evaluation are rigorous and areas for development are consistently targeted so that the nursery continues to improve learning outcomes for all children.

It is not yet outstanding because

- The book areas in some rooms are uninviting and do not always enable children to independently choose books to further enhance their very good literacy skills.
- On occasions, the management of toddlers and organisation of mealtimes is not used to maximum effect in order to further enrich children's good social 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector held discussions and carried out a joint observation with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector checked evidence of suitability of staff working with children and the nursery's self-evaluation and action plans.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written statements.

Inspector

Julie Kelly

Full report

Information about the setting

Busy Kids (NW) has been registered with Ofsted since 2007, but re-opened in 2009 as one of two nurseries run by a limited company. It operates from three converted houses in the Denton area of Tameside, close to motorway networks and shopping centres. Children are accommodated within six rooms and share access to outside play areas. The nursery serves mainly the local area and children attend for a variety of sessions.

The nursery operates from 7.30am to 6pm from Monday to Friday for 52 weeks of the year, with the exception of bank holidays. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 78 children on roll, all of whom are within the early years age group. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities.

There are 12 members of childcare staff employed, of these six hold an early years qualification at level 3, two hold an early years qualification at level 2 and two are unqualified. The manager and one other member of staff hold an early years qualification at level 4. The owner sometimes works with the children and she holds Early Years Professional Status. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. It is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- create inviting book areas in all rooms, to increase children's independence and enjoyment of using books, to help them understand that books are enjoyable and can bring pleasure and further enhance their literacy skills
- review the arrangements for the organisation of mealtimes so that all children are consistently provided with the space, time and opportunities to build on their existing good social skills.

Inspection judgements

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

Teaching is strong across the setting and in some instances outstanding. Children's enthusiasm for learning, and the levels to which they succeed, is enhanced by staff who

have a good knowledge of the Early Years Foundation Stage and a secure understanding of how children learn. The environment is well organised into areas of continuous provision linked to the seven areas of learning and children learn through well-planned, purposeful and challenging activities. As a result, all children make consistently good progress in relation to their starting points, including children whose starting point is below the expected levels for their age. This demonstrates how the nursery is successfully narrowing the achievement gap. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play. The environment is filled with the sound of laughter and excitement as children and staff talk, learn and play together. For example, older babies have a wonderful time as they explore water. They squeal with delight as they discover that water shoots up into the air when they press a button. Babies and children are provided with a wide range of interesting and good quality resources to promote their natural curiosity and develop their exploratory skills. For example, babies crawl rapidly to toys and equipment that particularly excite them, such as mirrors, metal and wooden containers and musical instruments. Older children investigate the properties of materials, such as sand, water, dough and paint.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, staff teach children to share and take turns and cooperate with each other as they play board games and build with construction materials. Children display their understanding as they play harmoniously, collaborate with each other and swap resources. Babies and children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Staff provide skilful and sensitive support to help children to achieve, which effectively builds their self-esteem. Staff support babies' communication and language development effectively because they intuitively tune in to the individual sounds, words and gestures that they use to communicate. They repeat the sounds they use to further develop their understanding of two-way conversation. Babies thoroughly enjoy this one-to-one attention as they shout out sounds and babble and excitedly wait in anticipation for a response from the member of staff. Staff role model good language and effectively use conversation and a running commentary to describe what children are doing. Furthermore, staff successfully use open-ended questioning techniques to help children to use talk to clarify their thinking. Children are confident communicators and competent at explaining their thoughts and ideas. For example, they say 'I went to a forest to feed the ducks with my mum, dad and sister. I saw acorns, squirrels eat acorns'. Children with special educational needs and/or disabilities are well supported through close and effective partnership with parents and when necessary, external agencies and professionals. Children who have speech and language difficulties and those who speak English as an additional language benefit from staff's expert use of sign language, visual cues and signs and symbols, which successfully supports their listening and attention, understanding and speaking development. Staff effectively teach children literacy skills in readiness for school through small group daily phonics sessions, which are adapted to meet the individual developmental needs of the children. For example, younger children learn to listen, tune in and remember sounds in the environment; older children learn to link sounds and letters. Furthermore, the expert use of puppets and props has a significant impact on children's ability to retell stories in

accurate detail and enhance their imaginative skills. For example, children confidently use puppets to repeat the phrases, 'Little pig, little pig let me come in', 'Oh, no by the hair of my chinny, chin chin' and 'I'll huff and I'll puff and I'll blow your house down'. Despite this, in some rooms, book areas are uninviting and storage units are overcrowded with books. This means they are not easily accessible to enable all children to read for pleasure when they want to, to further enhance the development of their very good literacy skills. Children develop good large muscle control and coordination as they ride bicycles and scooters and use climbing apparatus and balancing equipment.

Staff value parents' input and obtain detailed information on entry about children's learning and development, which they then use as a starting point to plan for their future learning needs. Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn. Therefore, they can plan activities and experiences that are individual to each child to help them make the best possible progress. Accurate and precise observation, planning and assessment procedures are in place to ensure children's individual needs are met well. This means that any gaps in children's learning are quickly identified and appropriate external support is provided to ensure they continue to make good progress. Each child has a learning record, which is maintained to a good standard and contains observations, planning for next steps in their learning and lovely photographs to evidence their development. Children's needs are significantly enhanced through strong, close and effective partnerships with parents. Staff share information about how parents can help support their child's learning through simple activities at home. Parents are given information about their children's learning through verbal feedback, babies' daily diary sheets, regular written summaries of children's progress and opportunities to review children's learning journey records.

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

The key person system is effective and well-embedded which helps children form secure, emotional attachments and provides a strong base for their personal, social and emotional development. Staff greet children and welcome them into the room, which ensures that they feel valued and cared for. A warm and caring environment is created in which children are supported by the consistent routines and the effective, trusting relationships with their key person. Babies are looked after by loving, caring staff that intuitively understand their individuality and respond quickly to their physical and emotional needs. Babies and children demonstrate high levels of independence and competently manage their own care needs. For example, babies learn to feed themselves, toddlers' access and put on and take off their aprons and pre-school children serve their own meals. Children sit and chat with staff at meal and snack times and are encouraged to interact with other children. However, on occasions the management of younger children at this time and organisation of the eating space is not used to maximum effect as an opportunity for children to further enhance their social development. Staff encourage children to do things for themselves as well as ensuring they are close by to support children if they need help. Babies and children are well settled, happy and content in the nursery because staff have a thorough understanding of their needs through information provided by parents on entry to the setting. Effective systems are in place to support children as they move rooms, such as, discussions with new key persons, sharing children's developmental progress reports

and settling-in visits. Consequently, children experience continuity and consistency of care and learning.

Staff role model good hygiene practices and teach children the importance of washing their hands before eating and after using the bathroom. Children learn about the importance of a healthy diet as they are provided with a broad range of nutritious and healthy snacks and home-made meals. Regular access to outdoors and walks within the local community mean that children benefit from daily fresh air and exercise. Cosy areas within the indoor environment give babies and children opportunities to rest and relax and play quietly. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, distract children with resources and talk about feelings. They respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control, as they listen to staff explanations, share resources and play collaboratively together. As a result, their behaviour is consistently good. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery. For example, children know that they have to use 'indoor feet' in the nursery so that they do not fall. Children demonstrate a good understanding of safety as they use knives and forks and dough tools safely and appropriately. Furthermore, visits from the local community police officers support children's understanding of keeping safe within the community. Consequently, children's understanding of safety is fully promoted, and ensures that they can play and learn in a safe environment.

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

Staff have a good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by all staff and implemented consistently. They have all attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk assessments and daily checks of the indoor and outdoor environment ensure that children can learn and play in safety. The vigilance of staff, consistent supervision of children and widespread security systems, such as keypad locks on doors ensure that children are consistently protected from harm. Staff are well deployed to ensure that children are effectively supervised and ratios are met at all times. Robust recruitment and selection procedures, for example induction processes, probationary periods and completion of checks pertaining to suitability, ensure that staff are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staffs' ongoing suitability and quality of teaching is superbly monitored through one-to-one supervisions, appraisals and observations of staff's practice. Furthermore, a targeted programme of professional development training is in place to address underperformance and further enhance staff skills.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Furthermore, she oversees and regularly checks children's learning journey records to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. In addition, the rigorous procedures in place for monitoring all children's progress and the subsequent analysis of the data, ensures that groups of children who are underachieving in the same areas of learning can be quickly identified. Through robust support systems, such as, role modelling, mentoring and coaching, staff are expertly guided to achieve the high aspirations of the manager. The manager uses her knowledge, experience and skills to effectively lead the staff team and continually enhance their already good practice. In addition, staff benefit hugely from the expertise and knowledge of the owner who holds Early Years Professional Status.

The manager and staff have worked incredibly hard to improve the quality of the nursery since the last inspection and all actions and recommendations have been fully addressed. This is particularly evident in the adaptations made to the process for reviewing and monitoring assessments, resulting in a significant improvement in planning for children's individual learning needs and interests. Consequently, this has resulted in improving learning outcomes for all children. The self-evaluation system is rigorous and well documented, action plans are in place and areas for development are clearly prioritised. The manager works closely with the owner to introduce new initiatives and ideas that will further support staff in their practice. She also links with the early years team and is currently using the local authority 'Quality Assurance Framework' as a valuable audit tool to further enhance the self-evaluation process. Staff constantly reflect on the routines, resources and environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children. Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning journey records are shared with them and they access a wealth of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily face-to-face communications, achieved through the meet-and-greet open door policy. Systems for effective working with other early years providers and external professionals are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school. Parents are highly complimentary about the nursery and staff and the service they provide. They state that children have made good progress in their learning, especially with regard to their speech and language development and social skills. Parents comment that they are fully informed of their children's progress and are given information about how they can help support their children's learning at home.

The Childcare Register

The requirements for the compulsory 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	EY392314
Local authority	Tameside
Inspection number	950433
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	78
Name of provider	Busy Kids (NW) Ltd
Date of previous inspection	19/11/2009
Telephone number	0161 336 4982

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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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