

Busy Kids (NW)

7-11 Ann Street, DENTON, Manchester, M34 2GJ

Inspection date

13/03/2014

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
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The quality and standards of the early years provision

This provision is inadequate

- Systems to safeguard children's welfare are not effective. As a result, several legal requirements have been breached and children's safety has been compromised.
- Procedures for reporting incidents are not implemented by staff or the leaders and managers of the nursery. As a result, staff did not report a safeguarding incident to the manager and the registered provider failed to notify Ofsted of the incident.
- Monitoring systems are not fully effective. Ratios and staff deployment are not monitored to ensure children's needs are met and the staff's understanding of the nursery's policies are not monitored. As a result, children are not always adequately supervised and policies and procedures are not consistently implemented.
- Risk assessments do not routinely identify potential hazards and some hazards that are identified are not addressed in a timely manner. This means that the safety and suitability of the premises for children to play and explore in is compromised.
- Some of the educational programmes lack breadth and depth across the seven areas of learning. Therefore, some experiences do not ignite children's interest and motivate them to learn. In addition, staff have a poor understanding of physical development in relation to babies. As a result, their needs are not adequately met.

It has the following strengths

- Staff work alongside parents and other professionals to ensure that children with special educational needs are supported while in the nursery's care.

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 had a tour of the premises and held a meeting with the manager and the registered provider.
- The inspector and the registered provider completed a joint observation.
- The inspector observed the staff while they interacted with children.
The inspector looked at some paperwork including the policies and procedures of the nursery, children's development records and evidence of safe recruitment processes.
- The inspector held ongoing discussions with parents, children and staff.

Inspector

Karen McWilliam

Full report

Information about the setting

Busy Kids Nursery was registered in 2007 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in three converted houses in the Denton area of Tameside, and is managed by Ltd Company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at levels 2, 3 and 4. The owner has holds Early Years Professional Status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending who are 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 with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that all staff have a clear understanding of their roles and responsibilities and consistently implement the policies and procedures of the nursery in order that the daily experience of children is of a consistently good quality
- ensure that the nursery premises are suitable and safe for children to play and explore in
- ensure that risk assessments identify any potential risks to the safety of children and ensure that any hazards are addressed in a timely way in order to remove or minimise these potential risks to children's welfare
- ensure that children are usually within sight and hearing or always within sight or hearing of staff in order that children are safe and cannot leave their rooms unnoticed by staff
- ensure that staffing arrangements meet the needs of children by effectively deploying staff and ensuring that correct adult to child ratios are maintained in the under two's rooms
- ensure that the educational programmes have breadth and depth across the seven areas of learning and offer sufficient challenge in order to ignite children's curiosity and motivate them to learn
- ensure that babies are provided with appropriate furniture when sleeping. In order to support their health and safety and support their physical development
- ensure that monitoring systems effectively address any staff training and support needs and foster the continuous improvement of the nursery.

Inspection judgements

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

The individual needs of children are not routinely met because the leadership and management and the staff have a poor understanding of the physical development needs of young babies. In addition, they do not follow their own policies and procedures in order to meet their needs effectively. Therefore, they fail to ensure they are fully implemented. For example, the 'Babies and Toddlers' policy and the 'Sleep' policy both state that babies will only be settled to sleep in cots or on mats. However, there are no cots readily

available within the nursery and young babies are routinely left to sleep in bouncy chairs. This does not support their physical development or their health and well-being because their movements are restricted due to babies being strapped in the chairs. Mobile babies that can crawl and sit themselves up are at risk of tipping out. This contradicts the nursery's sleep safe ethos and does not demonstrate a secure knowledge and understanding of the importance of supporting young children's development in the prime areas of learning and development.

Throughout the nursery staff make regular observations of children and use the information obtained from these to plan experiences for them. However, some of the activities provided for children lack breadth and depth across the seven areas of learning and development. This is because they are either too challenging or do not offer enough challenge to sufficiently extend children's learning. This means that the quality of teaching and support that is offered to children is variable. For example, within the preschool room children are asked to copy flowers that are drawn by staff. Staff select the colours needed and direct children through each step. This does not maximise opportunities for children to express their own ideas and creativity. In addition, some role play areas such as, a travel agents, do not have enough resources to ignite children's interest and motivate them to learn. As a result, children become bored and create their own fun by throwing soft toys around. This does not ensure that children acquire all the necessary skills for school. Staff monitor the progress children make across the seven areas of learning including, the required progress check at age two. Any child that is identified as requiring extra support is referred to the nursery's special educational needs coordinator. She works alongside parents and other professionals to ensure suitable plans are in place. In addition, the manager and the registered provider monitor groups of children's progress to ensure that any gaps in their learning and development are identified and addressed. For instance, through analysing the cohort assessments they identified gaps in children's mathematical development. Consequently, they are currently supporting staff to address this. Families receive a welcome pack when their children first start the nursery. They are invited to settling-in sessions so that staff can get to know them and their child. Parents complete 'All about me' forms and staff record information regarding children's routines from home. In addition, the parents and the staff complete initial observations of the children to ensure they know them and their starting points prior to children being left in their care. There are some strategies in place to engage and involve parents in their child's learning. For example, parents are invited to termly reviews where they have discussions about their child's progress and their child's development file is always available for them to look through.

Within the baby rooms staff respond warmly to babies as they attempt to engage staff in early conversations. For instance, during a creative activity babies say 'ba' as they bang their hands in paint staff praise them and say 'bang'. Babies laugh because they enjoy the interaction and continue to repeat the sound. In addition, staff name their body parts while they play such as, fingers. As a result, babies begin to make links and form connections between words and actions. Sensory exploration is suitably fostered. For instance, babies investigate natural objects, sand, water and pasta. There are some experiences offered for babies that contribute to their physical development. For instance, babies take part in tummy time sessions. In addition, they have space to crawl and toddle and pull themselves up with low-level bars and furniture. Within the older children's room

staff provide some opportunities to challenge their thinking by asking some open-ended questions. For instance, while children discuss Spring with staff they ask them 'what happens in Spring' children respond by saying 'flowers grow and leaves come back on the trees'. Regular song and story sessions also contribute to children developing an adequate acquisition of language.

Children's mathematical development is fostered through some planned and spontaneous activities. Staff ask children while they play 'how many have you got' and together they count from one to five. Within the older children's rooms children proudly show staff that they have drawn a 'number five' and ask adults to watch as they count one, two, and three with their fingers. Furthermore, staff play matching games with children, they play with different sized containers in sand and water, complete jigsaws and children build with construction bricks. As a result, they learn about numbers, shape, pattern and weight and measure. There is an adequate range of resources for children to practise their early writing skills. They make marks with paint, pens and crayons. Preschool children take part in daily 'Letters and sounds' sessions and competently sound out some letter sounds. For example, they say 'p' for park and 'r' for red. As a result, children develop adequate literacy skills. Children's physical skills are catered for as they run around outdoors, they climb on the climbing equipment and ride wheeled toys. Preschool children also take part in weekly dance and exercise sessions. Equality and diversity is suitably promoted. For instance, images are displayed around the nursery that positively promote diversity. In addition, children explore a wide range of cultural festivals. Consequently, they develop an awareness of the diversity of the world in which they live.

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

Children's well-being is at risk because practitioners do not use risk assessments and daily checks effectively to identify and remove potential hazards from children. For example, a door that could easily be opened by young children was not identified as a potential hazard. Therefore, a child managed to leave the room un-noticed and without being supervised by staff. Finger guards that are not clipped in securely and are part of the nursery's risk assessments are undetected by staff. Therefore, children risk trapping their fingers as they move between the indoor and outdoor spaces, because staff do not ensure the guards are fitted correctly. Other hazards that are identified are not addressed in a timely way. As a result, a gap in the fence and fallen bricks pose a risk to children's safety. Legal adult to child ratios are not maintained and staff are not effectively deployed to meet the needs of the babies in the under two's rooms. In addition, young babies are not provided with appropriate furniture to sleep in. This does not ensure the safety of children is paramount or demonstrates a robust attitude to safeguarding and promoting children's health and well-being.

Staff and children have positive relationships. Babies snuggle in closely with staff and share warm interactions with them while they are being given their bottles of milk. Children show they feel safe by confidently exploring the environment and approaching staff when they need a reassuring cuddle. Children take part in some activities that help

them to keep themselves safe such as, regular evacuation practices. Gentle reminders from staff such as, why they should not run indoors, further contribute to children learning to keep themselves safe. Staff use consistent strategies and lots of praise to manage children's behaviour therefore, overall children behave. Any minor disruptions are as a result of them being under stimulated by some of the activities.

The nursery menus are checked by local dieticians to ensure they are well-balanced. Children benefit from fresh air because they have daily access to the outdoors. They wash their hands before meals and have constant access to fresh drinking water. This contributes to children developing healthy habits. When the time comes for the children to move onto school, staff have some systems in place to emotionally prepare them for the transition. Their teachers are welcomed into the nursery to meet the children; staff pass on the children's development records and they talk to children about their new schools and read stories to help them prepare for the next stage in their learning.

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

This inspection was prioritised because of concerns received by Ofsted regarding the adult to child ratios and the supervision of children. At inspection, it was found that the leadership and management of the nursery do not have a good enough understanding of the requirements of the Early Years Foundation Stage to support staff. As a result, a child had managed to leave their room un-noticed and had been returned to the staff by a parent. In addition, it was evidenced that the legal ratios had not been consistently maintained and staff are not always deployed effectively to meet children's needs. Risk assessments are not an effective tool to support them to identify and remove potential hazards. This means that damaged fences are not repaired in a timely manner and doors that are easily opened from inside young children's rooms are not identified as a possible risk until a child leaves the room unsupervised by staff. Policies and procedures are not understood or consistently implemented by staff. For instance, staff did not inform the manager, that day, that a child had left the room. In addition, both the registered provider and the manager failed to notify Ofsted of this significant safeguarding incident. Furthermore, staff do not implement the sleep policy in the under ones room. As a result, several legal requirements have been breached on the Early Year's Register and the compulsory part of the Childcare Register.

A self-evaluation form has been completed and some areas for improvement have been identified. However, this has not been good enough to prioritise and bring about the required improvements that benefit children the most. Monitoring systems are not fully effective. For example, managers do not assess the staffs understanding of the nursery's policies and procedures, ratios and staff deployment are not monitored to ensure they meet the needs of children. In addition, some of the activities and experiences planned for children require a lot of adult support and direction or are not sufficiently resourced. Therefore, they do not extend children's learning and development. This does not ensure that children consistently receive a good quality experience while in the nursery's care.

Staff demonstrate they have a suitable awareness of the signs and symptoms of abuse and how to proceed should there be any concerns regarding the welfare of any child in their care. However, they do not demonstrate a good enough understanding of the procedure to follow when there are any concerns that question the suitability of adults to work with children. Parents spoken to on the day were complimentary about the staff. They state they are very happy with the care their children receive and that they feel involved in their child's learning. Staff have formed suitable partnerships with external agencies to ensure children identified with special educational needs and/or disabilities are supported. They are aware of the advantage of liaising with teachers to support children when the time comes for them to move onto school in order to support their transition.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that the premises used for the purpose of the childcare are safe and suitable for that childcare
- ensure that all necessary measures are taken to minimise any identified risks.

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	960339
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	67
Number of children on roll	77
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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