

# Bizzy Kidz

225-227 Queens Road, BEESTON, Nottingham, NG9 2BT

<b>Inspection date</b>	28/01/2014
Previous inspection date	14/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
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		2
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

- Safeguarding requirements are met well, which means that children's well-being is supported effectively.
- Children develop strong bonds with their key person and as a result, they are happy, content and comfortable in their surroundings.

### It is not yet good because

- Staff in the toddler area are not fully supporting children's learning through effective teaching and the provision of well-planned activities.
- Assessments of children's learning, particularly in the pre-school room, lack detail to ensure children's progress is fully understood and next steps in children's learning are clearly planned for.
- The monitoring of staff practice does not identify weaknesses in the quality of the teaching, planning and assessment, which means children's progress is not as rapid as possible.

## 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 children's activities in the baby area, toddler area, pre-school rooms and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- 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 form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Tina Garner

## Full report

### Information about the setting

Bizzy Kidz Day Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two storey building in Beeston, Nottingham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 6.30am until 6.30pm. Children attend for a variety of sessions. There are currently 275 children attending various sessions, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observational assessments are consistently used to monitor children's progress from their starting points; and are used to identify and plan purposeful learning experiences to support all children's good progress within all areas of learning
- ensure all children's learning is consistently supported through effective teaching and the provision of well-planned activities.

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

- extend the monitoring of assessment and staff performance further so it is robust enough to identify any gaps in children's learning so that they all make good progress.

### Inspection judgements

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

Children overall are motivated and therefore, make sound progress in their learning and development. Systems are routinely used to assess children's progress. However, there are inconsistencies in the delivery of these arrangements, as in some areas of the nursery staff do not clearly demonstrate where their key children are in their learning, what progress they have made from their starting points, or identify next steps. This results in

some children not engaging in meaningful learning activities that meet their developmental needs and are fully matched to their stage of development. In the baby room staff talk to children throughout the day, enabling them to develop their language skills by linking words with actions. This, along with reading familiar stories, supports their listening and language skills well. The staff outside comment on the noises that they can hear and this develops older children's awareness of environmental sounds. Staff repeat phrases so that children can hear words in context. For example, a member of staff repeats 'sticky, sticky glue' as a child completes a craft activity. Staff in the pre-school area plan activities which enthuse children. For instance, children enjoy working together to create a large dinosaur out of paper mache and play imaginative in the pirates cabin. Staff interactions in this area are strong as they talk to children and generally further their knowledge as they play. In contrast, activities provided for the younger children are not as well-planned and some lack age-appropriate challenge. Staff in the toddler area do not always promote the learning and development of children, as they do not ask questions to encourage children's thinking, or demonstrate the use of resources. This shows inconsistency in the quality of teaching provided to enhance and develop children's learning.

Resources are generally well-organised and promote children's independence as learners. Children are confident and developing independence. They choose freely for themselves. For example, babies pull objects and toys from shelves to explore and older children dress themselves, manage their own meals and drinks and are learning to ask friends for help. Children communicate their needs and feelings clearly. Pre-school children use books to identify dinosaurs in-line with current topic work, while younger children enjoy stories and sing familiar songs. Pictures and signs in and around rooms support children with English as an additional language. For example, resource boxes are mainly labelled with words and pictures on walls identify what activities take place there, while simple laminated pictures over sinks remind children to wash their hands, Staff working with babies include some sign language to support communication and particularly for children with special educational needs and/or disabilities. Older children are encouraged to participate in daily activities to promote their understanding of sounds and letters, which helps develop their literacy skills. This also provides them with a suitable understanding for when they go to school.

Parents look at their children's learning journal records whenever they wish and are invited to parents evenings to discuss their children's progress in more depth and make comments, which are valued by staff. In addition, they receive update reports on their children's achievements. Parents of babies, and toddlers, receive daily diaries that explain what their children have been doing throughout the day and staff talk to parents daily. This two-way flow of information helps children's continuity of learning and development over time. Overall, children enjoy their time at the nursery and develop positive attitudes towards learning, ready for school.

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

An effective key person system ensures children develop secure attachments with staff and feel warmly welcomed into the nursery. There is a clear appreciation for the diverse

backgrounds of the children who attend the nursery and partnerships with parents have formed to support children's well-being. Parents contribute to children's starting points and a good exchange of information at collection time ensures changing needs are constantly met. New starters settle quickly in their surroundings due to the stimulating environment and kind and caring nature of all staff. Babies and toddlers seek out familiar staff for cuddles and all children are confident to approach staff for help when needed. Children's work and photographs of them in activities are attractively displayed throughout the nursery, which provides them with a good sense of belonging. Children are supported well as they move from one base room to the next. Systems are in place for the exchange of information between key persons and a gradual settling-in period is offered. Good relationships are in place with local schools to support children as they prepare themselves to move on. Children are emotionally well-prepared, as they have opportunities to familiarise themselves with school life, through school visits, looking at photo books of their new schools and dressing up in future school uniforms.

Staff are deployed well both, inside and out, to provide continuous supervision of children, which contributes to their overall safety and welfare. Children play in bright and generally stimulating surroundings, which are organised to promote learning. They move freely from activity to activity and independently help themselves to a selection of resources. Older children are encouraged to be responsible for essential tasks, such as tidying away toys and equipment and washing their own hands before lunch. Children of all ages demonstrate good levels of confidence and self-esteem. They demonstrate good behaviour and through gentle reminders learn to play cooperatively with their peers.

The nursery promotes a healthy lifestyle. Children eat freshly prepared meals and snacks, which provide a balanced diet. Pre-school children learn to recognise when they are thirsty and independently access the water machine, helping themselves to cups and disposing of these to prevent them being reused. Outdoor play is incorporated well into the daily routine, as children access the well-equipped playground for play in the fresh air. There are good opportunities for children to develop their physical skills, as they climb static equipment and use bats, balls, hoops and skipping ropes. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, they discuss what might happen if children do not sit on their chair correctly and include them in fire drill practices.

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

Management have a sound understanding of their roles and responsibilities with regard to child protection. They know what to do if there is a concern about a child or an allegation about a member of staff. Staff have a suitable understanding of the signs and symptoms to look out for and all have attended in-house safeguarding training. Recruitment and vetting procedures are clear, so only staff that are suitable to work with children are appointed. Yearly suitability checks are carried out on all staff and systems are in place to make sure that no unchecked persons are left alone with children. There is a clear safeguarding policy in place, which includes procedures for dealing with any allegations against staff and potential whistle blowing. Procedures are shared with staff and parents

to ensure that all are aware of the expectations of the provision and the relevant procedures to promote children's safety. Risk assessments are in place and reviewed regularly, further supporting children's well-being. All staff have relevant paediatric first aid qualifications, which means they can administer first aid in an emergency, to keep children safe. Management keep relevant records and have appropriate policies and procedures to help run the provision, such as accident, medication records and complaints procedures.

Overall, staff are generally monitored appropriately. However, the lack of robust monitoring of the assessment systems and staff performance has led to some variations with regard to effective teaching. Management have implemented supervisions of staff, which gives staff opportunities to think about their own development and practice and provides support to improve practice. Staff appraisals identify where staff can develop their individual skills and this supports the quality of care provided for the children. The management team is aware of the differing abilities in staff knowledge and training in relation to the Statutory framework for the Early Years Foundation Stage learning and development requirements and they are taking steps to ensure all staff have further training. Management reflect on their practice appropriately. There is a self-evaluation tool in place, which is regularly reviewed. It takes into account the views of staff, parents and children. From their reflection management have put in place an action plan to help them implement the improvements. At the last inspection, the provider received a warning letter with regard to not notifying Ofsted of a significant event and a notice to improve regarding the safeguarding policy. The provider has improved the safeguarding policy and now understands what and when to notify Ofsted. In addition the recommendations have been addressed and there has been improvement to opportunities for children to make marks and write for a variety of purposes to increase their literacy skills.

Partnerships with parents and carers are generally effective. An established key person system means that parents know who to approach if they have concerns about their child's well-being or learning. Parents can feedback to the setting any concerns they have, either verbally, or through more formal methods, such as one-to-one meetings with the key person. There is a range of useful information made accessible to parents, both in the foyer and cloakroom, ensuring that they are well-informed. Parents spoken to at the inspection praise the staff for their friendliness and say their children are happy and enjoy attending. They are happy with the service they receive and would recommend the service to others. Parents are encouraged into the provision and their views are asked for and listened to by the key carers. Staff have built secure strong links with both local schools. This promotes a consistent approach to children's care, learning and development.

### **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

<b>Unique reference number</b>	EY351792
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	948639
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	275
<b>Name of provider</b>	Nicola Jayne Austin-Hare
<b>Date of previous inspection</b>	14/04/2011
<b>Telephone number</b>	0115 925 7735

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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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