

Bizzy Tots Day Nursery

Furlong Barn, Church Road, LONG ITCHINGTON, Southam, Warwickshire, CV47 9PN

Inspection date	04/06/2014
Previous inspection date	04/03/2011

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

- Effective systems are in place for planning, observation and assessment, which ensures all children make good progress in their learning. Staff make good use of the outdoor area and the forest school to help children extend and continue their learning.
- Good quality relationships and effective sharing of information with other professionals ensures that all children receive the support they need. As a result, they make good progress in their learning and development.
- Staff have effective procedures to ensure children are well prepared for their move both within the setting and to school, through stories, discussions and visits.
- All staff have a good understanding of safeguarding policies and procedures. Regular, in-house and external training ensures children's safety is consistently well promoted.

It is not yet outstanding because

- Some group activities in the pre-school room are not always organised well enough to fully support and enhance learning for some younger and less able children.
- There is scope to enhance the practice and personal development of staff to ensure children continue to receive greater levels of support in their learning.

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 spoke with the registered person, the manager, staff and children at appropriate times throughout the day.
- The inspector carried out joint observations with the manager.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion.
- The inspector looked at children's assessment records, planning documentation, evidence of staffs' suitability and a range of record keeping procedures.

Inspector

Kashma Patel

Full report

Information about the setting

Bizzy Tots Day Nursery Limited registered in 2000 and is one of three settings owned by the same organisation. It is located in Long Itchington, Warwickshire and serves the local and surrounding areas. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is direct access to the building via a ramp with facilities for disabled users throughout. There is access to an outdoor play area. There are currently 119 children on roll; of whom, 110 are in the early years age group. The nursery opens five days a week for 51 weeks of the year; from 7.45am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 22 members of staff. Of these, 14 have qualifications at level 3, two have qualifications at level 6 and two have qualifications at level 5. Two staff members have qualifications at level 2 and two are unqualified.

What the setting needs to do to improve further

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

- enhance further the learning experiences of younger and less able children, with specific regard to the organisation of group activities in the pre-school room, to provide greater levels of support for children
- enhance the already good performance management systems by supporting members of staff, for example, by providing peer observations to further support their understanding, knowledge and practice.

Inspection judgements

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

Children make good progress in all areas of their learning and development as they access a wide range of activities and play opportunities, both inside and outside in the fresh air. Staff make good use of the outdoor area to enable children to continue to extend their learning. This includes daily use of the forest school to support children's awareness of the natural world. Staff have a good knowledge of children's developmental milestones, and use relevant guidance to help track individual children's development in order to plan for their next stage in learning. Staff carry out regular observations and assess children to identify the next stage in their learning. Weekly planning covers a wide range of interesting activities, which are planned to meet the needs of individual children. As a result, children thoroughly enjoy their time at the nursery where they make good progress. Furthermore, these skills help children prepare for the next stage in learning,

such as starting nursery or school. Staff complete the progress check for children between the ages of two and three years with parents, which helps them to plan for the next stage in children's learning and to identify areas in which they may require further support.

Children develop good language and communication skills through a range of activities, which include circle time, discussions and stories. Staff help children to develop their problem-solving skills through activities where they count and sort objects into size and colour. The signing-in system enables more able children to recognise and write their names, which supports their literacy skills. Staff support babies to develop their early communication as they talk and play with them. Babies explore a wide range of messy play, such as shaving foam and paint. They explore sensory toys and treasure baskets which helps develop their senses. Children have good opportunities to continue their learning at home. For example, staff send the 'Home news diary', which provides a range of information and ideas to support and extend children's learning. For example, staff encourage children to take books home, and learn numbers and letters. These activities and learning opportunities support children in developing the skills they will need for when they move on to school. Staff use a range of teaching methods to help children learn and make good progress. For example, they use open-ended questions, repetition and explanation to support children's critical thinking. Overall, staff plan well for all children and take into consideration their interests. However, in the pre-school room during some group activities, such as story time, this is not always planned well enough to provide enough levels of support for some younger children to enhance their learning. This means that some younger and less able children are not fully engaged in some large group activities.

Staff support children who speak English as an additional language through the use of picture cards and familiar words collected from home. Staff provide good levels of support for children with special educational needs/and or disabilities. One-to-one support and individual planning ensures children make good progress. Staff provide regular opportunities for children to become familiar with their community, through visits and walks to local shops and the library. Children develop a good range of physical skills in the well-resourced outdoor area where they use a wide range of equipment, such as bikes and wheeled toys to support their balance and coordination. In the forest school staff help children develop their creativity and imagination as they build dens, play in the mud area and look for bugs under the stones. This supports a holistic approach to learning in the natural world.

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

Children develop warm and positive relationships with staff and each other, which supports their security. The key person carries out home visits prior to the children starting the nursery. This enables detailed information to be obtained, such as their favourite toys, books and interests. Staff also take photographs of the children to place on their coat pegs, to help support the transition from home. As a result, children settle quickly and form strong bonds with their key person. Effective procedures are in place to support transition between the rooms. For example, children visit the new area with staff who also move up with them, which helps to support and reassure children as they settle.

The nursery provides a range of fresh, healthy meals and snacks, such as fresh fruit, which meets children's individual dietary requirements. A menu is displayed to keep parents informed of children's food intake. Staff prepare food to accommodate the needs and stages of development of individual children. For example, they cut up food in small pieces to enable children to feed themselves. Children enjoy meal times where they chat to each other and with staff about their experiences. Effective hygiene routines help to support children's good health. For example, staff ensure they clean the tables before meals and encourage children to use the toilet and wash their hands independently to support their self-care skills. Children are well behaved due to staffs' consistent praise and encouragement. They play well together as they share and take turns with toys. As a result, children learn to consider each other's feelings and needs.

Children have access to a good range of toys, equipment and furniture, both inside and outside in the fresh air, which supports a healthy lifestyle. Resources are stored within children's reach to enable them to make choices and also extend their learning. Staff encourage children to tidy away toys which provides them with enough space and also helps them take responsibility for their own safety. Through discussions and role-play activities, children learn about road signs and how to cross the road safely. In addition to this, staff ensure that children take part in regular fire drills with staff. This supports their awareness of what to do in an emergency situation. Children prepare for the next stage in their learning through stories and discussions about starting school. Staff invite teachers to the nursery to help children become familiar with them, which supports their move to school.

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

Children's welfare is well protected because staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. Extensive information about safeguarding along with a range of policies is displayed on the notice board to ensure that all staff and parents are aware of the nursery's responsibilities to ensure children are kept safe from harm. This includes whistleblowing, flow charts for referrals and use of mobile phones and cameras in the setting. As a result, children are safe and their welfare is well promoted. A complaints procedure and a log are in place which support children's welfare. The nursery is fully aware of when they need to keep Ofsted informed of any significant events, which may affect the suitability of staff. A written confidentiality policy is in place, which further helps to support children's welfare. All visitors are asked to sign the visitor record and staff check their identity as they call the organisation which is being represented, to further safeguard children. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside and outside in the outdoor play area. As a result, children can explore and play safely in the setting.

Daily verbal and written feedback keeps parents well informed of their children's progress. In addition, parents receive a wide range of information through the notice board and regular newsletters, which provide information about future activities and events. This

encourages parents to be more involved in their children's learning. Parents express their satisfaction with the care their children receive at the setting. They state that children are happy, settled and staff keep them well informed about their children's daily progress. Effective partnerships are in place with other professionals and agencies. As a result, both children and their families receive appropriate care and support to promote their well-being.

Staff have a good understanding of the learning and development requirements and receive regular support from both the registered person and the manager. The manager supports staff in their planning, which ensures children make good progress in all areas of their learning. Regular team meetings and staff appraisals further help to identify areas for staff development, which includes training both internal and external. For example, all staff are trained in safeguarding and two staff have completed the designated senior person training at level 2, which ensures the setting has a good knowledge of child protection procedures to keep children safe. There is scope to enhance staffs' personal development by introducing peer observations to further support staffs' good practice. An effective system is in place to reflect and promote continuous improvement. For example, staff send questionnaires out to parents and use circle time to collect children's views. The parents' request to take children's learning journals home has been addressed. As a result, parents are able to continue their children's learning at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	200522
Local authority	Warwickshire
Inspection number	976413
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	119
Name of provider	Bizzy Tots Day Nursery Limited
Date of previous inspection	04/03/2011
Telephone number	01926 817827

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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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