

Bizz Kidz Nursery

Ground Floor, Silkhouse Court, 7/17 Tithebarn Street, Liverpool, L2 2LZ

Inspection date	09/06/2014
Previous inspection date	19/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- The management team are motivated and have the ability to improve the quality of the nursery. They safeguard children and effectively deploy staff to meet the required ratios and to monitor children's safety.
- Children behave well and they make independent choices about their play. This supports them in developing a positive attitude to learning.
- Babies' and children's early language development is given high priority. Staff successfully promote babies' emotional well-being and develop older children's confidence and skills in expressing themselves.

It is not yet good because

- When some children move up to the next room, insufficient information about their abilities and interests is passed from their previous key person. As a result, planned activities do not consistently build upon earlier learning in order for children to achieve to their best ability.
- Activities do not always build on what children already know and can do at home and at other settings to ensure they are sufficiently challenged to learn at the highest level.
- Children's home languages are not fully used to support them in learning English as an additional language or to raise all children's awareness of different languages.
- Monitoring of practice and the quality of planning and teaching is not focused enough to ensure consistency is maintained across the whole of the nursery.

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.

Inspection activities

- The inspector observed activities in the three playrooms being used on the day of inspection and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the nursery and the health and safety officer, and spoke with some staff members and children.
- The inspector looked at a range of records and documents including policies, procedures, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, looked at the provider's self-evaluation form and discussed the nursery improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Bizz Kidz Nursery was registered in 2009 and is on the Early Years Register. It is situated on the ground floor of an office building in Liverpool city centre and is managed by Busy Nought to Fives Ltd. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, 11 hold level 3 and one has Early Years Professional status. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. Children attend for a variety of sessions. There are currently 71 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure staff exchange sufficient information when they take over as key person for groups of children, in order to maintain consistency in the quality of care and education
- improve partnership working with other settings children attend, in order to ensure learning is always built from a clear knowledge of all children's existing abilities
- support the needs of children learning English as an additional language and increase children's awareness of the culture and languages of each other, for example, by sharing stories, songs and rhymes in children's home languages.

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

- improve monitoring arrangements by placing a greater focus on achieving consistency in the way information is used to plan activities, the quality of teaching and the overall practice so that all children are effectively challenged and benefit from high standards.
- monitor the way in which children's starting points and learning from home are established with parents on entry to the nursery, to ensure all parents are able to contribute.

Inspection judgements

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

Each child has an identified member of staff who begins to assess their abilities when they start nursery and who plans activities which help children make sound progress. For some children, information from parents about what they already know and can do is available and used to ensure activities are suitably challenging from the moment they start. However, not all parents are able to contribute to identifying their children's starting points, as this information is not consistently gathered. As a result, not all staff are able to effectively plan children's next steps and ensure they are all making good levels of progress. Staff talk daily with parents about what children have been doing during the day. They provide parents with a written summary of the progress check for children between the ages of two and three years. Staff are beginning to widen the ways they engage with parents to share information and promote learning at home with some success. Babies take turns to care for a toy bear at home. The bear returns with a description of its activities and photographs in a diary. This involves families in sharing learning at home. Parent meetings have been introduced as a useful way for parents to look through their child's learning journal with the key person. These meetings, with other forms of communication, such as newsletters, are beginning to keep some parents well informed.

In each room, children choose what to play with from a range of accessible toys, which are suitable for their age and ability. Staff use their sound understanding of the Early Years Foundation Stage to observe, assess and track children's progress. However, they do not consistently use the information to plan activities that effectively challenge children. The quality of teaching during planned activities is generally good, although is variable at times. This means that high quality learning is not consistent. Children generally work comfortably within the typical range of development expected for their age. Sometimes, children learn well from self-chosen experiences due to the good interaction and support staff provide as they play alongside the children. For example, a staff member skilfully encourages children to use their counting skills to solve a problem of how to share dice fairly among them. The three-year-old children count the dots on each die and then count and share the dice, which purposefully develops their mathematical skills. However, on other occasions, some staff do not always make the most of activities to fully challenge children, in order to help them to make the best possible progress.

Staff play alongside children and purposefully engage them in conversation, which effectively supports their speaking and listening skills. Toddlers learn new vocabulary as they repeat words, which encourages their language development. Older children learn to communicate in more than one language as they speak French with a visiting French teacher. However, for those children who speak English as an additional language, key words in their home languages are not fully used to support their developing use of English. Children are keen to communicate and happily engage visitors in conversations. Children's progress is generally good in communication and language and in physical, personal, social and emotional development. This ensures that they have the key skills needed for the next steps in their learning, such as moving on to school. Children draw

pictures, paint, cut and glue to extend their creativity. Children are beginning to learn about the local community as they walk in the city and visit places, such as the docks to watch a ship sail in. From the baby room upwards, children develop dexterity as they manipulate and run their fingers through different substances. Staff purposefully provide edible substances for babies, such as whipped cream and fruit puree, so they are safe if eaten. Older children enjoy play with foam, sand, gloop and dough. These sensory experiences successfully motivate babies and children to make marks with their fingers and encourage their early writing skills. Toddlers and older children have good access to writing materials and are keen to draw and make marks with pens on paper.

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

Each child has a staff member identified as a key person who gathers and uses information from parents about their personal preferences and routines to help them settle in. Parents are routinely asked for information about their home languages and any special words used, which helps children settle in. The established staff team in the baby room enables babies to form secure relationships with their key person who knows them well. Babies demonstrate that they feel safe and emotionally secure as they happily investigate toys. Staff consistently promote older children's good social skills and praise them for achievements and positive behaviour, which promotes their self-esteem and confidence. Realistic rules and the consistent management of unwanted behaviour throughout the nursery mean that children begin to understand what is expected of them. Despite recent staffing changes for older children, they happily and confidently interact with each other, staff and visitors, which shows they feel safe and emotionally secure.

The nursery rooms are well laid out to be safe and welcoming. Generally, staff use the resources and space well, both in and outdoors, to provide a suitable range of learning experiences for all children. Children eat healthy snacks made on the premises and nutritious meals made from fresh ingredients brought to the nursery from an outside caterer. Children routinely follow appropriate hygiene and safety practices, which give them a basic understanding of how to keep themselves healthy and safe. They talk about nutrition as they eat lunch. They also visit the fruit and vegetable barrow to choose different fruit and vegetables, which they bring back to nursery for tasting. Pre-school children sometimes cook and prepare food, such as home-baked bread, which also teaches them about healthy eating. Children are beginning to develop some independence as they help themselves to water when thirsty and serve themselves lunch. Babies and children sleep comfortably in their own space due to the good provision of individual sleep mats and bedding, which are washed daily. Children's physical development is reasonably well promoted and they maintain a healthy lifestyle through regular exercise. Indoors, children develop dexterity and good hand-to-eye coordination through handling toys, such as construction sets. Children walk to places of interest in the city and develop balance and coordination as they walk across stepping pods in the garden and play games with staff, such as kicking and catching balls.

Children enjoy activities related to some festivals and celebrations. For example, they make and eat pancakes for Shrove Tuesday and taste Chinese food and make lanterns at Chinese New Year. Posters on display reflect positive images of culture and disability to

promote children's awareness of similarities and differences. However, the home languages and cultures of those children who attend are less evident to increase children's awareness of the culture and languages of each other and to fully support the needs of children who speak English as an additional language. A number of visits to the next room are planned before children make the transition to the next age group. This enables children to gradually become familiar with the new room and routines. However, sometimes when children move to the next room, insufficient information about their abilities and interests is passed from the previous key person. As a result, staff are not able to plan challenging experiences to continue the child's learning journey. Children are generally well prepared emotionally and socially for their transition to school. Staff prepare children for moving on to school through stories and talking about photographs taken by staff from their new school's website. Effective partnerships are developing with professionals and services that support children and families.

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

The leadership and management team understand their responsibility to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. The recruitment and vetting of staff are robust enough to ensure all staff have the skills and experience required to work with children. Evidence of all staff suitability checks, including from the Disclosure and Barring Service, is readily available for inspection. Induction of staff is clear, with scheduled meetings, which enables staff to discuss any concerns and to reflect on their practice. On a daily basis, clear policies and procedures are implemented consistently by staff, which suitably protects the children. Sufficient staff are on duty and effectively deployed to meet the legal requirements, including appropriate staff-to-child ratios, in order to maintain children's safety and well-being. The nursery is kept secure at all times and access to the building is carefully monitored by staff and closed circuit television. Risk assessments are regularly reviewed and a daily checklist is completed to ensure the premises are safe and secure before children arrive. All staff are briefed on child protection and some staff are trained at a higher level to support them. They have good access to safeguarding procedures and appropriate telephone numbers to ring if concerned about a child. Staff are good role models and follow a positive behaviour management policy, which supports children to behave appropriately. Therefore, children's welfare is generally well protected. The nursery rooms are well organised so children move around freely and safely, and all equipment is risk assessed before being placed in them. Every month, first-aid boxes are checked and the contents replenished where necessary. Many of the staff hold current first-aid certificates and immediate action is taken in the event of an accident. Accidents are appropriately recorded and an audit every month enables further risk assessments to take place. All the required details about each child are obtained before they start nursery, which ensures they are accessible in an emergency. Overall, arrangements for safeguarding children within the nursery and through work with outside agencies are generally good.

The newly formed management team demonstrate a generally good capacity to improve the nursery. Some staff have identified lead responsibilities in health and safety, behaviour

management and child protection, which they meet generally well. The manager and staff have sufficient skills and knowledge to deliver good quality teaching and learning. There are suitable ways in place to manage staff performance, which have recently been enhanced to include filming them and then meeting to discuss their practice. However, these arrangements and those for monitoring general practice have not been in place long enough to ensure consistency in the quality of teaching. Baby room staff display an accurate understanding of babies' skills, abilities and progress. They carefully track babies' progress and take appropriate action to close any gaps in learning. Staff support all babies to make sound progress given their individual starting points and help to prevent them being left behind. However, the monitoring of progress of two- and three-year-olds is not consistent. As a consequence, children aged over two years are happily occupied, but not always learning at the highest level. Staff supervise children well and sit with them at tables and on the floor in order to appropriately interact at their level. They also effectively support children's personal care needs and provide a suitable range of activities.

Self-evaluation provides an accurate overview of the nursery's strengths. Staff work generally well with parents and sometimes seek their views through questionnaires. Parents and carers spoken to at inspection express satisfaction with the progress children make in their learning. Parents obtain information verbally, in writing and electronically on the company's social media page and a website. They work together to support children's care and promote their well-being, although sharing of information about their learning is variable. Parents are routinely asked for information about their home languages and any special words used, which helps children settle in. However, monitoring of information sharing does not take place to ensure all parents continue to share sufficient information to support children who speak English as an additional language to use their home language in their play. Partnerships with external agencies are in place to identify and meet children's needs so that most children who need it receive appropriate interventions and support. Partnership with providers of other settings children attend do not focus sufficiently on teaching and learning. Therefore, it is not known whether activities at nursery are complementary to those at other settings.

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	EY392913
Local authority	Liverpool
Inspection number	977501
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	71
Name of provider	Busy Nought to Fives Ltd
Date of previous inspection	19/11/2009
Telephone number	0151 236 2721

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Type of provision

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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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