

# Busydays Childcare

ST STEPHENS METHODIST CHURCH, Bideford Way, Cannock, WS11 1QD

## Inspection date

Previous inspection date

09/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Teaching is sound because staff provide activities and experiences that cover all seven areas of learning. As a result, children make satisfactory progress towards the early learning goals.
- The indoor environment is well planned and organised effectively, promoting children's learning. Children access resources independently, to extend their learning.
- Safeguarding procedures are robust, and staff know how to protect children from possible harm or abuse. As a result, children are kept safe and secure.
- Parents are fully welcomed into the nursery. They play an active role in children's learning, and staff work well with parents to support learning at home.

### It is not yet good because

- Key persons do not complete regular on-going assessments of younger children; therefore, activities are not always well matched to their individual needs and next steps.
- Some children's starting points are not identified swiftly enough to ensure all children make the best possible progress from the earliest opportunity.
- The outdoor environment is not stimulating and therefore, children's outdoor learning is not supported effectively as experiences are sometimes mundane.

## 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 spoke with children, and observed activities in the main activity room and outdoors.
- The inspector viewed all relevant documentation, including policies and procedures, planning and assessments, and self-evaluation.
- The inspector spoke with the two managers throughout the day.
- The inspector carried out a joint observation with the managers.
- The inspector gathered the views of parents by talking to them at the end of the session.
- The inspector spoke with staff about child protection, looked at safeguarding documentation, and viewed all checks on staff to verify their knowledge and suitability.

## Inspector

Scott Oliver Thomas

## Full report

### Information about the setting

Busydays Childcare was registered in 2014 and is registered on the Early Years Register. It is situated in the premises of St. Stephens Methodist Church. It is privately run. It is situated in Cannock, Staffordshire. It is a multi-use premises and the nursery has access to a hall, kitchen, toilets and outdoor area. Children attend from the local area. The nursery employs two members of staff working with the children. Both hold appropriate early years qualifications at level 3. The nursery opens Tuesday and Thursday, 8.45am to 12.45pm and 1.15pm to 3.15pm, Wednesday 8.45am to 12.45pm and Friday 8.45am to 11.45am, term time only. Children may attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- ensure planning reflects the individual interests and stage of development for children, to ensure experiences are challenging at all times
- develop the assessment systems further to swiftly identify all children's starting points, and make regular on-going assessments of the younger children to aid the monitoring of children's progress over time.

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

- enhance the outdoor area to ensure it is stimulating and has sufficient resources to support children's all round development.

## Inspection judgements

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

The quality of teaching is sound. Staff provide activities that cover the seven areas of learning, which children find interesting. However, some activities lack challenge as they are not consistently based on observations of children's interests and prior learning. This means planning is not closely linked to children's next steps in learning. As a result, some children do not make the best possible progress. Staff are generally knowledgeable and know children well. They adapt their teaching to meet the needs of those children with special educational needs and/or disabilities. For example, at adult-led times, teaching is re-shaped for children who are unable to maintain their attention span similar to their

peers. Therefore, all children are able to participate. Consequently, gaps in children's learning are closing sufficiently. Children make reasonable progress towards the early learning goals, with progress in some areas being stronger than others. For example, children are able to communicate appropriately and follow instructions. As a result, children have good communication skills. Children are generally well prepared for school in most aspects of their learning. Older children are required to sit and concentrate for a reasonable period of time. This means they are ready for more structured learning when they start school. Staff differentiate their teaching in order to meet the needs of both the youngest and oldest children. At adult-led times, children are split according to their age and stage of development. This means children are set realistic and appropriate learning goals which are broadly relevant to them. Therefore, most children achieve the learning goals set.

Staff support children's early writing skills suitably. They provide a range of materials to make marks with, including a variety of pens, pencils and paper. Children draw pictures of each other and the staff, and write their name or the name of their friends. This means children are able to make marks in a variety of ways for different means. Therefore, children can give meanings to the marks they make. Children are curious and have a strong desire for exploration. They ask regular questions of 'why' and 'how', as they always want to know more. This is because staff support children to gain an in-depth understanding through exploring things closely. For example, children ask questions about insects. Staff guide them in using magnifying glasses, enabling them to find the answer to their questions. As a result, children think critically in their learning.

Children's starting points are not established swiftly enough. Children who are not starting school or who have recently started at nursery have not been monitored rigorously. This means staff do not know all children's starting points and their developmental stages. As a result, some children do not make the best possible progress from the earliest opportunity. Parents are generally well informed about children's progress. Staff share assessments and have informal conversations to share children's progress. Therefore, parents are able to support children's interests and next steps in learning at home. Key persons complete the progress check for children aged between two to three years. They have recently implemented a robust format for completing these progress checks, in order to assess young children's progress in the prime areas and give parents an overview of this progress. Key persons effectively record young children's next steps in their learning from the assessment and share these with parents. Therefore, staff have a good understanding of young children's development between the age of two and three. However, ongoing assessment of all children's progress is not as robust. Staff have completed regular observations and recorded children progress suitably for the older children to support their transition to school. However, they have not yet completed ongoing assessments for the younger children in the same detail. Therefore, the progress of the younger children is not monitored as comprehensively. The nursery supports children with special educational needs and/or disabilities. The nursery also supports children who are in receipt of two year old funding. Many of these children's starting points are lower than expected in some areas, such as speech and language development. Staff work hard with other agencies to address this by following their guidance and learning objectives. This means all partners work consistently to support children's

progress. As a result, children make the required progress to close the gaps in their learning.

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

The key-person system is generally well organised. For example, children are linked to a key person through the relationship they form when they first start at nursery. This is reviewed regularly, and if children appear to develop a stronger relationship with another member of staff, then their key person is changed. This means children always work with the adult who is most familiar to them. Children have strong bonds and attachments with staff. They look out for them as they arrive in the morning, and seek out their key person for comfort when they are feeling sad. Staff organise themselves to provide a sense of familiarity, so children know where they will be each day when they arrive. As a result, children are reassured by the familiar routine. Children enjoy their time at the setting. Parents comment on how much children enjoy coming to nursery, and that sometimes they do not want to go home. Children arrive smiling and pleased to see their friends. They give their friends a cuddle before they go home, talking about their next session at nursery. As a result, children enjoy their time at nursery. Staff provide opportunities, within the indoor environment, for children to be imaginative. For example, there are a range of resources for children to act out their play. They use play animals and cut up paper to play 'under the sea' games. Staff encourage children to extend their play by adding resources. Consequently, children are developing a rich imagination. The quality of the indoor environment and resources is good. There are a wide range of resources that are well organised, and meet the needs of all children who attend. Children are able to access resources independently or by asking staff. As a result, the indoor environment is stimulating and supports children's learning adequately. The managers have identified the outdoor environment is not yet as stimulating as indoors. Children are unable to access a variety of resources outside to support their learning in all areas, and some children lose interest in their play due to the limited resources available. As a result, children's learning is not supported effectively in all areas of the nursery. Children make a smooth transition to school. This is because staff have good links with the local school, and the teacher visits the nursery to get to know the children. Staff prepare children emotionally for their transition as they talk to them about what school will be like and what they will need to do.

The behaviour of children is good. They play cooperatively together, and are able to manage disagreements with their friends as they arise. This is because staff encourage children's independence and prepare them for managing similar situations at school. Staff use effective behaviour management strategies. They follow the behaviour management policy in place, which means they are consistent in their practice. The children therefore follow the rules of the nursery well. Children feel safe and act appropriately to maintain their safety. They are confident in exploring their surroundings; however, they understand what parts of the multi-use premises are out of bounds and do not access them accordingly.

Children take physical exercise on a daily basis. Staff ensure all children access outdoors which supports them to develop some physical skills, such as running, jumping and

pedalling. Children also gain some understanding of the importance of fresh air during this time. As a result, children are learning how to keep themselves healthy and fit. Children eat healthy snacks. Lunch is provided by parents, whom staff advise should be healthy where possible. Staff discuss with children the importance of a healthy diet, and reinforce this concept in the role play area through discussing foods that are not so healthy, such as chips. Therefore, children understand the importance of a healthy lifestyle. Children manage their own personal needs well. For example, they are able to access the toilet independently and wash their hands correctly. This is because staff encourage them regularly.

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

The provider has a generally sound understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider has not yet recruited any staff since registration; however, both managers have a detailed understanding of how to recruit staff safely. They have a safer recruitment procedure in place, which they are able to demonstrate how to implement. Both managers have been subject to checks to ensure their suitability to work with children. Students that work within the nursery are also checked, and are supervised at all times. As a result, all those who work with the children are safe and suitable. There is an induction process in place should any new staff start at the nursery. The managers have ensured the student is able to follow the policies and procedures of the setting, and has an appropriate understanding of child protection. Therefore, all staff and students have a sound knowledge of how the setting runs. The safety of children is promoted well and given the utmost priority. The managers complete regular risk assessments to ensure hazards are identified and steps are taken to reduce any risk to children. Children are involved in the risk assessment process where possible, to promote their understanding of how to take risks and keep themselves safe. Consequently, children are kept safe during their time at nursery. All staff have a detailed understanding of how to keep children free from possible harm or abuse. Staff know both the nursery and the local child protection procedures. All staff have completed child protection training, and so are able to take the necessary action when required to report any abuse to children. As a result, children are safeguarded well.

Due to the nursery only being small and having limited opportunities to attend training, most training has been delivered through local authority support. The nursery have received significant support and training in a range of areas including; teaching, assessments and recording children's learning. This has been identified based on the knowledge and skills of staff to ensure their teaching and practice is improved where required. As a result of the training and support received, both staff's teaching and the indoor area have been improved, and the assessment systems are starting to become embedded. Therefore, training and support has contributed to progress of the nursery. The current monitoring systems are generally based on support from the local authority. The nursery are starting to implement their independent systems, including staff supervision. However, this has not yet been fully embedded. The managers have a generally good understanding of how to monitor staff, and are developing the skills they need to monitor each other's practice through coaching and mentoring. The current

monitoring system is suitable and they are supporting staff to meet the targets for improvement. The managers understand the importance of ensuring all those who are working within the nursery are performing to the best of their ability. The managers are able to demonstrate what action they would take to manage underperformance, by following the relevant policies and procedures. Therefore, managers are able to manage any staffs' underperformance swiftly. The policies and procedures of the nursery are generally effective. Staff know them well and demonstrate how to use them effectively and consistently in practice. Policies and procedures are shared with parents when their child first starts at the nursery and they are updated when relevant policies are reviewed. Policies and procedures are reviewed regularly in line with legislation changes, and to reflect current practice.

The managers have a sound knowledge of the learning and development requirements of the Early Years Foundation Stage. However, they have not yet met them fully due to the systems in place not being implemented successfully for all children. Monitoring systems are developing appropriately in most parts; however, this is mainly due to the support of the local authority. Managers are beginning to develop an understanding of what quality teaching looks like, and are able to reflect on their own teaching to evaluate what they need to improve. The managers are working effectively with the local authority to monitor the quality of teaching, which is contributing to the ongoing improvements being made. The monitoring of planning is in its early stages, as planning systems are not yet implemented effectively to take into account fully the individual needs of all children. The nursery is working to develop the planning systems to enable them to monitor it more effectively. Managers are generally skilled at monitoring the educational programmes, although they are not yet able to fully demonstrate how these are matched to all children's next steps in learning. However, they are able to demonstrate how the educational programme covers all areas of learning and provides differentiation in teaching, based on their sound knowledge of the different areas of learning. Therefore, activities capture children's interest generally well. The assessments that are completed are monitored extremely well. For example, the key persons who complete the assessment share it with the other member of staff who then moderates it. The staff use guidance to ensure the assessment judgements are accurate. As a result, the assessments completed are precise. The monitoring of progress over time is not yet consistent for all children. Starting points are not always identified swiftly enough and, for the younger children, there are not always sufficient recording of their ongoing assessment in their learning journals. As a result, the monitoring of the younger children's progress is not yet robust. Children with special educational needs and/or disabilities receive regular monitoring and reviews of progress in partnership with parents and other agencies. As a result, their achievements both at home and within nursery are recorded. Therefore, gaps in children's learning are closing through the use of consistent strategies.

Self-evaluation is honest and accurate. Managers have a good awareness of the strengths of the nursery and the areas for improvement, including areas of practice where requirements are not yet fully met. Self-evaluation is a working document, and is written and updated regularly. Self-evaluation is generally effective as it leads to action planning which has enabled the nursery achieve some aspects of good practice. For example, where those in charge have specifically targeted areas for improvement, such as the indoor environment, this has been successful and, consequently, the indoor environment

now supports children's learning well. Self-evaluation takes into account the views of managers, parents, children and the local authority. Managers seek partner's views regularly, reflecting on them as part of the review to their action plan. They seek guidance to ensure improvements will be effective, and prioritise improvements accordingly. Partnerships are developing well. The nursery has worked with social care agencies, as well as the local school, church, local authority and health services. Partnerships are focussed on improving outcomes for children; therefore, they are meaningful and beneficial. The work with these partners is varied. For example, the nursery works with the local school to ensure children make a smooth transition to school, and with the church within which the nursery is based, to improve the environments for learning. Therefore, partnerships with others are strong and make a positive difference to the lives of children. Parent partnership is strong. Parents feel involved in the everyday life of the nursery, and are well informed about the progress children make. The nursery supports learning at home by providing ideas for parents to use with their children through assessments and informal conversations. As a result, children benefit from continuity in their learning when at home and nursery.



## 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>	EY474539
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	950198
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Busydays Childcare Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01543 574893

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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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