

Bizzie Lizzie's

Rookwood, Church Road, Eardisley, HEREFORD, HR3 6NN

Inspection date

18/07/2014

Previous inspection date

18/11/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children's needs are fully understood and exceptionally well met. The staff's highly effective information sharing with parents and others, and their thorough assessments and planning, ensure they precisely identify and promptly cater for each child's care, learning and development needs.
- The management team is inspirational and uses rigorous systems to continually evaluate and develop practice to improve outcomes for each individual child.
- All children are valued and welcomed into the setting. Children with special educational needs and/or disabilities are exceptionally well supported and staff strive to ensure that all children reach their full potential and achieve.
- There are exceptionally robust procedures in place to ease and support children's transitions, both throughout the setting when they move between rooms and when they start school.
- Arrangements for safeguarding are exemplary. The provider and staff carefully monitor children's welfare. They work professionally and tirelessly with families and other agencies in order to minimise any risks of harm to children.

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 the staff engaging in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider and staff.
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the provider.

Inspector

Amanda Tompkin

Full report

Information about the setting

Bizzie Lizzie's was registered in 2005, moving to new premises in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a converted detached house, in the village of Eardisley, in Herefordshire. It serves the local and surrounding areas and is accessible to all children. There are several enclosed areas for outdoor play. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including one who has Early Years Professional status. The nursery is open from Monday to Thursday, from 8am to 5pm and on Fridays, from 8am to 4pm for 50 weeks of the year. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. There are currently a total of 89 children on roll, of whom 77 children are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the already excellent provision for children's physical play and outdoor learning by offering babies and younger toddlers further opportunities to take part in physically challenging outdoor activities.

Inspection judgements

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

Staff have an excellent knowledge and understanding of how children learn and develop. Staff provide rich and highly stimulating opportunities for learning across all seven areas of learning throughout the nursery. Key persons have an in-depth knowledge of children's abilities, needs and interests as a result of their excellent information sharing with parents and rigorous observations and assessments. From these, staff plan accurate and relevant next steps, which fully support children to make excellent progress in line with their starting points and individual capabilities. Staff accurately monitor and track children's progress which ensures any potential development delay is promptly and precisely identified, as well as any gaps in the educational programme. They are skilled at planning for children with special educational needs and/or disabilities; and regularly review progress and update targets with parents and other professionals working with the child. There is an extremely sharp focus on helping all children to communicate effectively. Staff expertly use various teaching techniques, such as sign language, to support verbal communication and follow speech and language therapists guidance to support their teaching and to ensure children make the best possible progress in understanding, listening and speaking. As a result, all children are acquiring the necessary skills to prepare them for the next steps in their learning, including being ready for school.

Staff in the baby room provide young babies with physical interaction and cuddles to help them form emotional bonds and attachments. Wall displays and photographs of themselves and family members are displayed and staff share these with the babies. This promotes an environment where children are helped to develop a real sense of awareness and belonging. Babies and children are physically active and relish being outside in the inviting surroundings. They enjoy activities in the forest school area and enjoy growing fruits and vegetables. Children become physically confident and skilled as they balance, climb and move in different ways on a superb range of equipment. Children relish investigating sand, water and mud and show great excitement as they wash the cars in the home made pretend car wash. Staff extend children's critical thinking, for example, by giving hints and suggestions to help them identify which sponges will clean the car the best. Staff ably coach babies and toddlers in developing coordination and balance. However, there is scope to offer the youngest children more opportunities to be active and take part in more challenging play activities.

Every room in the nursery is a hive of activity, as children enthusiastically make choices within their play. Fun and laughter is an integral part of the day and sounds of extremely happy and contented children fill the building. Toddlers especially enjoy different textures as they explore jelly and custard while doing messy play. Staff support them by introducing new language to the children so that they can compare the textures. Older children talk excitedly about their recent bear hunt. They recall the snow they went through which can still be seen on the ground. As a result, children's imaginative skills are fostered. Staff have developed close working relationships with local schools and other provisions that children attend. They regularly share information, and staff take them to visit the school they will be moving to. This ensures that the transition from nursery to school is a positive experience for the children.

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

A well-established and extremely effective key-person system operates throughout the setting. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Each key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress. Staff are very kind and caring and give the utmost priority to children's health and well-being. Children settle very well with the involvement of parents. Staff comfort children who are tired or upset by cuddling and children respond well to this comfort. Children form close bonds with their key person, who knows children and their families very well, so they feel secure.

Children's behaviour is exemplary. Staff are skilled in dealing with inappropriate behaviour and are adept at finding and implementing solutions to ensure that positive behaviour is supported and encouraged. Staff take prompt action to address any unkind actions or misbehaviour. Children are reminded to walk while indoors and to be kind to each other, this helps children to learn the importance of keeping themselves safe. Staff work closely

with parents, other colleagues and professionals to ensure children are well prepared emotionally for moving to another part of the nursery or on to school. When children move within the nursery they have well-planned and supported settling-in visits. Their key person makes sure staff in the child's new room are fully briefed about his or her care, learning and development. The nursery have extremely effective links with local schools. Staff invite teachers to visit children at nursery and the children regularly visit the school.

The provider and her colleagues give high priority to ensuring children are protected from harm, kept safe and their good health is promoted. They are vigilant about monitoring the safety and security of the premises. Daily checklists and more in-depth risk assessments help staff understand their roles in keeping children safe. Accidents are dealt with by first-aid trained staff and parents are kept fully informed through detailed daily records. Inclusion is a real strength within the nursery. All children are welcome and there is a strong commitment to ensure that all children achieve their full potential. Staff have high expectations of the children and look for solutions to enable them to include all children within the group. They work closely with parents and carers and seek and act on professional advice that will benefit and support the children in their care. Staff ensure children learn about healthy food, as they provide fruit and vegetables at snack time. They work with parents to ensure children bring healthy packed lunches and know which foods are good for them. Meal times are sociable occasions with younger and older children mixing well. Younger children are supported to feed themselves and staff sensitively encourage them in this learning experience. Children have fresh air and exercise each day in one of the enclosed play areas. Staff are very aware of managing children's individual needs, such as nappy changing, when needed. They encourage independence, for example, to put their own wellington boots on before outdoor play and to attend to their own self care needs, such as washing their hands or using the toilet.

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

Staff have a comprehensive, working knowledge of safeguarding procedures. They are fully aware of their roles and responsibilities in protecting children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. Furthermore, robust procedures, such as, safe collection systems, excellent supervision of children and babies at all times with ratios maintained, and safe and secure premises, ensure that children's safety and welfare is protected. Recruitment procedures are rigorous. All staff are checked thoroughly before being employed to ensure they are suitable for their role. Induction procedures are in place to help support new staff and students and ensure they understand their roles and responsibilities. Appraisals and supervision meetings are used exceptionally well to support staff and identify any areas for improvement.

The provider is clearly able to identify the strengths and weaknesses of the nursery. Staff and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and acted upon. The management team is proactive in implementing the changes necessary to sustain improvement. The provider is fully aware of her roles

and responsibilities in meeting the requirements for the Early Years Foundation Stage and accepts advice regularly from the local authority in order to improve practice. Excellent systems are in place to track children's progress and where children may need additional support activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing and children are making good progress in line with their starting points.

The partnership with parents is exceptional. Parents are wholly valued, and their views are sought and respected. Parents are exceptionally happy with the setting and comments received are very positive. They say that staff are very approachable, share information and offer advice and support. Parents are kept fully informed about their children's learning and development in a variety of ways. These include, regular parents' evening, newsletters and daily diaries. Informative displays detail further information for parents, such as, complaints procedures to enable parents to express concerns about the nursery, contact details of Ofsted should parents wish to refer concerns further and staff information so parents know who to report any issues to. Excellent partnerships with other professionals involved with the children, such as speech and language therapists and physiotherapists, help them to reach their developmental goals given their starting points and capabilities.

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	EY392303
Local authority	Herefordshire
Inspection number	982169
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	89
Name of provider	Elizabeth Sarah Margaret Smith
Date of previous inspection	18/11/2009
Telephone number	01544 327 947

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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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