

# Busy Kids (NW)

7-11 Ann Street, Denton, MANCHESTER, M34 2GJ

## Inspection date

22/07/2014

Previous inspection date

13/03/2014

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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## The quality and standards of the early years provision

### This provision requires improvement

- Staff have a secure knowledge of the signs and symptoms of abuse and are fully aware of safeguarding procedures so children are protected well.
- Relationships with children and parents are strong because a key-person system is firmly embedded so children feel emotionally secure and information about their learning is shared well with parents.
- Children are curious and enjoy a range of mathematical activities, such as comparing heavy and light objects. This successfully prepares them for the next stage in their learning when they start school.

### It is not yet good because

- Monitoring by leaders of the quality of teaching is not yet fully embedded to enable staff to fully develop their skills and ensure children make good progress.
- Staff sometimes do not make the most of opportunities to encourage children to expand on what they want to say. As a result, children respond in single words rather than in sentences, which means they have fewer chances to develop their language even further.
- Role-play areas are not always stimulating enough to enable children to make good progress in their creative and communication and language skills.
- Precautions taken to ensure children are protected from the heat of the sun are sometimes inconsistent, which puts children at risk of sunstroke.

## 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 compulsory part 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 all the playrooms and in the outside area.
- The inspector held discussions with the owner, the manager, the quality assurance officer and staff, and talked to children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability of staff working with the children and looked at induction and staff training procedures. She also looked at policies and children's records, the self-evaluation form, and accident and medical records.
- The inspector took account of the views of one parent spoken to on the day of the inspection and read written comments from parents in questionnaires and summary reports.

## Inspector

Emily Wheeldon

## Full report

### Information about the setting

Busy Kids (NW) was registered in 2007 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in three converted houses in the Denton area of Tameside, and is managed by a limited company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2, 3 and 4. The owner has Early Years Professional status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 35 children on roll who are in the early years age group. The nursery supports children with special educational needs and/or disabilities and 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:

- develop the quality of teaching across the nursery by regularly monitoring staff practice and giving constructive feedback to staff so that children are supported to make good progress
- develop the educational programme for communication and language, for example, by asking more open-ended questions in activities so that children have ample opportunity to express themselves rather than giving one word answers
- develop the educational programme for expressive arts and design by improving the organisation and quality of resources in role-play areas so that children are more eager to engage in imaginative play and develop their language skills.

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

- enhance the care of children in hot weather further by ensuring staff regularly check children are wearing sun hats so they are better protected from the sun and at less risk of sunstroke.

## Inspection judgements

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

Staff have a good knowledge of the interests and needs of children because they carry out observations on a regular basis. However, the quality of teaching is inconsistent across the

nursery, which means that not all children make good progress. While staff endeavour to ensure the curriculum is broad and balanced and covers the seven areas of learning, some areas are weaker than others. For example, staff do not always make the most of opportunities to maximise children's communication and language skills. This is seen in carpet time activities when children are asked questions about the bugs they see in the garden. Staff say, for example, 'What colour is it?' or 'How many legs does a ladybird have?' Also when children are looking at books with staff, they are asked to count how many animals are on the page. Consequently, children answer with one word responses and have fewer opportunities to expand on what they want to say.

Staff have generally realistic expectations. Planning is individualised and successfully links children's interests and their next steps in their learning from observations staff make. Parents are involved in their child's learning from the beginning and are encouraged to complete observation sheets at home. These observations and interests link in to planning and mean that partnerships with parents are strong. Staff appropriately support children's mathematical and problem-solving skills by asking them to find out which objects are heavy or light. They ask them to count the number of bears in each container on a pan balance and children successfully count out three on each side. Staff then ask them why one group has gone down and is touching the table, and children say, 'It is heavy'. Children's thinking skills are then extended further when staff encourage them to look carefully at the bears. The children realise that there are different sized bears so some are heavier than others. Babies show an interest in cardboard boxes with holes in and enjoy pushing balls through the holes, smiling at staff and showing they are interested. This means that they are showing curiosity in hiding and finding objects. Physical skills are promoted through a range of different activities, such as scooping up dry pasta using small containers or sticking pieces of material on paper. Babies demonstrate sound skills in lifting themselves up to standing by using furniture to lean on. Children with special educational needs and/or disabilities are identified at an early stage and referrals are made to outside agencies as appropriate. For instance, children who experience difficulties forming relationships with other people or speaking are given targets on an individual behaviour plan. Staff then work closely with parents and outside agencies to provide appropriate continuity of care. Children who speak English as an additional language make appropriate progress in their speaking skills. This is because staff regularly communicate with parents to find out key words in their home language. In addition, visual aids are used to support children's understanding.

Literacy skills are promoted through activities that encourage children to make attempts at writing their name or making marks in shaving foam with sticks. This helps support children to develop appropriate handwriting skills from an early age and be ready for school. Toddlers enjoy splashing in water and look at the footprints they make on the ground. Staff then extend their interest in making prints and marks further by encouraging them to make footprints with paint and water. This shows that staff successfully follow the child's lead in their play in order to meet their interests.

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

Children are cared for in a welcoming and friendly environment. The outdoor area is attractive and offers an appropriate range of activities which engage children. Inside, areas of learning are defined and are generally well organised and well equipped. For example, art and craft resources are accessible to children so they can self-select and make choices in their learning. However, role-play areas are not fully developed or particularly inspiring places for children to engage in imaginary play. For example, in the pre-school room, resources are sparse and consist of a cot, a wooden kitchen set and a few dressing-up clothes. As a result, children do not always access this area and have fewer opportunities to develop their language skills. Babies are encouraged to explore the environment by crawling and reaching out for objects independently. Toddlers and pre-school children, when they are ready, manage their own personal hygiene by taking themselves to the toilet. Pre-school children pour themselves drinks of water at mealtimes and put on shoes independently. Experiences such as these mean that children are adequately prepared for the next stage in their learning.

Children feel safe and emotionally secure because staff are attentive to their needs and attachments with their key persons are strong. Children's starting points are gathered through discussions with parents about their child's needs and interests. Consequently, staff have an accurate picture of the children. Priority is given to ensure new children settle from the beginning, when they move in to new rooms and start school. For example, key persons regularly speak to one another and share information relating to their key children. Visits from local schools are arranged in the nursery so teachers get to know the needs of the children. Transition review meetings for children with special educational needs and/or disabilities are also organised to ensure continuity of care. This means that children settle more easily in school and support is put in place if required.

Children have an appropriate understanding of healthy lifestyles. They are provided with healthy snacks and freshly cooked meals at lunchtimes. In hot weather, staff ensure children are wearing sun cream and have access to drinks of water to quench their thirst. However, staff do not always ensure children are wearing sun hats when the weather is very hot and sunny. As a result, children receive mixed messages about how to stay safe in the sun and are at risk of sunstroke. Children have opportunities to move in different ways. For example, outside, children enjoy the benefits of fresh air, going down slides and riding bikes. Hygiene practices are appropriate and mean that children remain fit and healthy. For example, they wash their hands before mealtimes. Children behave well and are polite to staff and their friends. For example, they say, 'please' and 'thank you' when being served lunch, and help to tidy toys away. They have a sound awareness of what is acceptable behaviour, for example, they know that they must not throw toys at other people.

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

All staff have a secure knowledge and understanding of safeguarding policies and procedures. For example, staff can describe the signs and symptoms of abuse and know who to contact if they have concerns. Recruitment and vetting procedures are robust and ensure only suitable persons are able to work with children. Accurately maintained records

also ensure children's welfare is protected. For example, managers keep a close eye on ratios to check there are sufficient numbers of staff to care for the number of children present. Inductions for new staff are also secure, and leaders go through policies and procedures with them so the welfare requirements are met. Staff have access to a range of courses to update their skills. These include behaviour management and aspects relating to planning and observation of children in the Early Years Foundation Stage. Risk assessments are comprehensive and daily safety checks are used effectively to ensure the premises are safe. High regard is given to the safety of doors to ensure children do not trap their fingers or leave the room. For example, a high handle is on the top, out of the reach of children, and a mechanism is securely fastened to ensure the door closes more quickly. Doors also have finger guards in place to prevent children getting their fingers trapped. Staff are vigilant and supervise children well at all times. All the documentation required to meet the welfare requirements is well maintained. For example, accident and medical records are detailed and parents are kept informed.

Staff have worked hard to make improvements to the nursery and have been supported by a quality assurance officer from the local authority. The nursery has met previous actions from their last inspection in a timely manner. For example, managers carefully check that adult-to-child ratios are correct to meet children's needs. Sleeping arrangements in the baby room have improved and cots are now out all of the time so babies have more freedom to move. With support from the local authority, the quality of teaching and provision is improving. The nursery premises are now safe and secure because a fence panel has been replaced and alterations have been made to doors to prevent children from getting out of rooms. Risk assessments are reviewed on a regular basis and staff supervise children well by ensuring they remain in their sight. Managers have a generally accurate view of the nursery. They are keen to further improve the quality of provision by incorporating the views of parents, staff, children and local authority advisers. Action plans are used appropriately to focus on key areas that need to be addressed. Managers monitor staff on a regular basis, and with support from the local authority, are beginning to iron out inconsistencies in the quality of teaching across the nursery. During staff appraisals, managers discuss any training needs with staff so they know what they need to do to improve their practice. However, there is still more work to do to ensure teaching is consistently good or better. Managers oversee the quality of planning and assessments and endeavour to ensure all the areas of learning are covered in sufficient depth. From analysis of assessments, managers have a fair knowledge of where gaps in learning are. They inform staff about these gaps in meetings and activities are planned around the areas identified, such as mathematics and understanding of the world.

Partnerships with parents are positive and strong. Parents say, for example, 'Communication is strong between staff and parents. In the afternoons, staff tell parents about the type of activities their child has been doing and what they have been playing with. They do a smashing job and can't fault them at all'. Parents are encouraged to contribute observations they make of their child at home and are given ideas to support their child's learning. Parents have access to children's learning journals and have regular meetings with key persons to discuss their child's progress to date. The nursery has links with outside agencies for children with special educational needs and/or disabilities. For example, staff attend meetings and share observation records to ensure effective

continuity of care. Partnerships with schools and nurseries are in place to enable information sharing to take place about children's learning and needs.

### **The Childcare Register**

The requirements for the compulsory 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>	EY392314
<b>Local authority</b>	Tameside
<b>Inspection number</b>	969019
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Busy Kids (NW) Ltd
<b>Date of previous inspection</b>	13/03/2014
<b>Telephone number</b>	0161 336 4982

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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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