

Bizzykids

Westbrook Lane Primary School, Westbrook Lane, Horsforth, LEEDS, LS18 5AH

Inspection date	18/09/2014
Previous inspection date	14/07/2011

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

- Staff skilfully monitor children's interests and engagement to enable them to effectively plan suitably challenging experiences, enabling children to develop their key skills.
- Children's welfare is protected. The managers ensure staff have up-to-date knowledge of safeguarding to enable them follow the correct procedures if they are concerned about a child's safety.
- Children are supported to develop strong relationships and are learning to respect and tolerate each other's differences very well.
- Partnerships with parents and other professionals are successful and ensure children's needs are met. Self-evaluation is used to drive improvements and the views of others contribute to the process.

It is not yet outstanding because

- Information gathered at children's entry is not always detailed enough to enable staff to fully support the interests of children who are new to the setting.
- Systems for identifying staff performance are not fully in place to thoroughly support quality improvements and raise children's achievements even further.

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 activities in the indoor and outdoor environments.
- The inspector held discussions with the staff.
- The inspector looked at planning records.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Samantha Firth

Full report

Information about the setting

Bizzykids Ltd is a privately owned out-of-school club. It registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Bizzykids operates from a building in the grounds of Westbrook Lane Primary School in the Horsforth area on the outskirts of Leeds. The setting operates before and after school during term time, from 7.30am to 9am and from 3pm to 5.45pm. During school holidays, the setting operates from 8am to 6pm. Children have access to an indoor playroom and extensive enclosed outdoor play area. There are currently seven staff working directly with children, five of whom hold an appropriate childcare qualification. There are currently 77 children on roll, eight of whom are in the early years age range. The setting is a member of 4Children.

What the setting needs to do to improve further

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

- extend support for children new to the setting by gathering further information on their interests at entry
- strengthen the existing systems of performance management to further support the quality of children's experiences through focused observations of staff practice.

Inspection judgements

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

The staff have good knowledge of the Early Years Foundation Stage and how to support children to develop the key skills for their next stage in learning. They use good teaching skills to enthuse children and extend children's thinking in the things they are interested in. For example, when children choose to play in the home corner, staff ask children open questions about the dolls they are playing with. As a result, children build a larger story about what they are doing and extend their imagination and creative thinking skills. The setting provides a wide range of resources that are suitable for the children they care for. Children are consulted when resources are replenished, enabling them to have a sense of belonging in the setting. They have opportunity and support to share their news at registration time. Therefore, children develop their speaking and listening skills and further extending the value of their voice in the setting.

There is a good balance of child-initiated and adult-led play with resources and displays reflecting children's interests. Children follow the routine of the setting by putting their own belongings away on arrival and being responsible for filling their own plate at tea time. Children follow instructions well, needing only small reminders of what is expected of

them. This creates learners who are developing the capacity and range of skills necessary for their future learning. Staff are skilled in identifying when children need support, particularly when they are new to the setting. For example, they stay close by to offer reassurance, ensuring children are aware of the choices they have in the setting.

Staff effectively engage parents in the setting, for which they receive many messages of thanks. They gather information on children as they enter the setting to ensure they meet their medical and dietary needs. Information is also sought from parents through an All About me book to help the staff know more about the children and the things they enjoy. However, information on children's interests is not always gained to help staff fully tailor experiences during children's settling-in period. Parents are kept informed of children's engagement and participation through discussion with the staff and their child's file which includes observations, memories, photos and examples of children's work. Parents are encouraged to feedback to the setting through discussion, a comments book and suggestion box. This enables to parents to feel valued and included in the setting.

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

The setting is warm and welcoming. The staff are positive role models who are calm and patient and speak kindly. As a result, children feel reassured in their presence and are motivated to try new experiences. This is particularly evident for those children new to the setting. Children value and appreciate each other's differences. For example, older children recognise the needs of younger children and help them read a book in the book corner. This helps children develop a sense of belonging and build relationships each other. Children are encouraged to be independent. They competently select the food they want for tea and roll up their choice of ham, cheese and salad vegetables in a wrap. They confidently clear their own plate away when they have finished. Children behave positively and follow the setting rules. Staff have recently reviewed their reward system and implemented a star chart which provides motivation for children to follow the rules and behave well. This means children play cooperatively and safely.

The setting implements good settling-in practices, placing strong emphasis on supporting children's well-being. Children initially experience the setting with a parent so that they feel reassured and safe before joining after school hours. The setting supports children to be motivated and develop the key skills they need to be emotionally well prepared for the next stage in their learning. Staff are fully committed to consulting with children and valuing their opinions to ensure activities and experiences are engaging and stimulating. This builds children's confidence to express their views and thoughts.

The setting supports children to lead a healthy lifestyle. Snacks and meals are healthy with occasional treats and children have continuous access to water. Children are developing skills to manage their personal needs relative to their age. They are aware of the need to drink more water during energetic play and regularly go to the drink table when outside. They use the toilet independently and are reminded to flush the toilet and wash their hands from picture cues. Children enjoy physical activity and have access to an extensive outdoor area that includes hard surfaces, grassed areas, hills and slopes, trees and large

equipment that challenges their physical skills. Children relish the challenge to master equipment, such as a swing bridge while taking age-appropriate risks. Staff provide children with subtle support and effective praise to celebrate their achievements. Children play in a safe environment because the staff carry out thorough risk assessments to minimise risks. These risk assessments include how staff are distributed throughout the setting and how first aiders are deployed. During outdoor play, a headcount is carried out every 15 minutes and records are kept, ensuring staff know where children are at all times.

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

The setting meets all requirements of the Early Years Foundation Stage. The leaders and managers have good knowledge of their role and responsibilities. They maintain well-organised documents that include policies, procedures and risk assessments. Managers ensure staff understand and follow these through a thorough induction programme and good appraisal arrangements. Staff are well qualified and supported through ongoing training. This means the children enjoy a safe and stimulating environment. Issues around performance management are tackled through team meetings and appraisals. However, the systems for identifying the quality of performance are not fully embedded in practice. For example, managers do not use focused observations of practice to offer staff feedback and support continual improvement. Strong food preparation practice minimises risks. A number of staff hold food hygiene certificates and the setting has achieved a five-star hygiene rating from the local authority. The setting staff keep their knowledge of safeguarding up to date through training, meaning they are fully aware of the indicators of potential and actual harm to children and the process to follow should they have any concerns. All staff are suitability checked, making the setting a safe place for children to thrive.

The educational programmes provide children with effective activities and experiences to help them develop their key skills well. The staff use planning from school to inform their planning and provide continuity. They skilfully enhance this by incorporating knowledge of children's interests gained through discussion. The staff monitor the effectiveness of their planning by purposefully observing engagement and further consulting with children. Since the last inspection, the staff reflect more on their provision as recommended in the report. The managers liaise with all staff and also take the views of parents and children into account when reviewing the setting. Recent reflections include reviewing the records kept on children's learning and development in light of changes to the statutory requirements. Improvements have been made by celebrating diversity through positive images in resources, food and craft activities. This has helped to develop children's understanding of the wider world.

The setting has very good relationships with parents and works in close partnership with them to ensure needs are met and children are thriving. Parents report they are very pleased with the care provided and comment on how happy their children are at the setting. They say the staff are caring, approachable, supportive and discreet. They are

particularly complimentary about how involved they feel with the setting. The manager understands the importance of working in partnership with other professionals to meet children's needs. The setting has a particularly close working relationship with the host school enabling the sharing of information between home, school and the setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY422029
Local authority	Leeds
Inspection number	870156
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	77
Name of provider	Bizzykids Ltd
Date of previous inspection	14/07/2011
Telephone number	07809 883448

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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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