

# Bizzy Bears Pre-School

The Paillion, Gt Billing Playing Fields, Off Penfold Lane, Great Billing, Northampton, Northamptonshire, NN3 9EF

## Inspection date

08/01/2015

Previous inspection date

12/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 provide a welcoming learning environment where children settle in well and make warm relationships with staff and their friends. This results in children feeling happy, safe and secure.
- Children's behaviour is good because staff use effective strategies, such as, praise, to help children to recognise their achievements. Consequently, they are further motivated in their play and learning.
- Partnerships with parent are very good. Staff use effective strategies to activity involve parents from the start and continuously value their input. Consequently, children receive care that mirrors that which they receive at home, providing security and stability from them.
- The staff team work well as a team, continuously finding ways to improve the quality of the provision. As a result, staff are enthusiastic and very motivated to continue to improve the children's experiences in the setting and ultimately, their progress.
- Staff successfully identify and minimize risks inside and outdoors of the pre-school. Children are safeguarded because staff are aware of their responsibilities to supervise and protect them from harm.

### It is not yet outstanding because

- Staff have not been fully included in the assessing of their own and others teaching skills to identify improvements and ensure practice becomes exemplary.

## 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 within the main playroom and the outside learning environment.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the provider of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Andrea Price

## Full report

### Information about the setting

Bizzy Bears Pre-school opened in 2004 and was re-registered in 2008. It is on the Early Years Register and is situated in the Pavilion in the village of Great Billing, Northampton. The pre-school is managed by a private individual. It serves the local area and is accessible to all children. The pre-school operates from a large hall and there is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 to 5. The pre-school opens from Monday to Friday term time only. Sessions are from 9.15am until 3pm, Monday to Thursday and 9.15am until 12.30pm on Friday. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The pre-school provides funded early education for two, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance the quality of teaching even further, for example, by using peer observations, so all staff are able to reflect on their teaching and enrich children's learning even further.

## Inspection judgements

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

The quality of teaching is good as staff demonstrate secure teaching skills and strategies. Staff ensure children access a good range of adult-led and child-chosen experiences daily. Staff recognise that children learn through play and that they have individual learning styles. Staff are extremely knowledgeable of individual children and ways to support all areas of their learning and development. Children's independence is supported by a variety of activities, taking into account each child's age, ability and interests. All children are happy to engage with staff, who make regular observations of children during play. Staff are able to identify a good range of possible next steps in the children's learning. Staff plan on an ongoing basis, which guarantees the activities are relevant and interesting to the children. Staff record their key children's ongoing progress within their individual learning plans and share these records with parents. As a result, staff are able to support children and set achievable challenges. The vibrant playroom and vast range of resources and experiences provide a highly enjoyable and challenging environment for children. Staff use children's ongoing interests of popular stories and the season of winter to set further challenges. Children are encouraged to think critically, as staff set them a challenge of making snow balls from paper. Staff effectively support children to achieve their goals, listening to their views and asking probing questions to extend their thinking skills. Staff

promote communication skills, as they use a good range of vocabulary during activities, such as squeeze, scrunch, freezing, and blizzard. Staff give a great amount of praise to the children, who are inspired to make more. Staff introduce other resources, such as, tubes and tennis balls, extending the activity even further. Children show their understanding of what to do, as they position the tubes, ready to try out their ideas. Children excitedly roll tennis balls down the tubes and experiment ways to ensure that the paper balls do the same. After a time, the adult seizes the moment to set another challenge, asking them which would roll fastest. The children become very engaged once again and work together to investigate and try out their thoughts and ideas.

Staff support all children's communication and language skills well. For example, staff use simple word sentences to support children and encourage further speech and use photographs of familiar objects and people to foster more discussion. In addition, staff encourage children to use sign language. Staff provide a range of activities that complement the children's understanding of the natural world to their full potential. Children often visit local attractions, undertake walk in the local community, and talk about their winter walks to the local nature reserve. Children say that they enjoy climbing on the giant logs and jumping into the grass. Children tell the inspector that they follow the rules and walk with their partner. As a result, children are able to take appropriate risks and follow instructions. In addition, staff teach them to be thoughtful towards one another.

Staff use a wide range of effective methods to involve parents in their children's learning, which ensures that they are prepared for their next stage in learning, such as school. Staff meet with parents before the child starts attending the pre-school. Parents provide staff with information about their children's likes, interests and care routines. Ongoing communication with parents means that they are involved in their children's progress. Staff carry out regular observations, and recorded children's progress in their learning journals. These also contain examples of children's work and photographs of achievements. Children's needs are fully met, as staff communicate regularly with parents about their children's learning and development. In addition, staff encourage parents to share any observations made at home. Staff also carry out the progress check for children between the ages of two and three years, which they share with parents. Staff utilise training courses, sharing their knowledge of child development with others. They design useful information leaflets for parents. For example, the Early Years Foundation Stage, Learning through Play and Sharing books with your children. Parents are able to access further information regarding the pre-school, such as newsletters, snack menus and the minutes of the 'Parents Voice Group' meetings on the pre-school website.

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

Children are cared for in a bright, welcoming and stimulating environment. Attractive displays of the children's artwork and photographs, helps them to achieve a strong sense of belonging. Children are happy, confident and demonstrate through their play that they feel safe and secure at this pre-school. Children separate from their parents when they arrive, quickly settle to play and talk with their friends. Children show their confidence as they initiate conversations with visitors. Furthermore, they approach staff for comfort and reassurance as, and when, they need it. Staff are kind and gentle and support children

emotionally through change. For example, families often accept the offer of a home visit before children start. During this meeting, the manager and key person meet with the family, gathering relevant information about their child. This may include, topics of interest, care needs and daily routine or dietary or medical needs. Parents state that the introduction of the home visit is something that they felt has aided to their child being able to settle quickly at the pre-school. They feel that their relationship with the key person is stronger as a result.

Staff have arranged the main playroom to enable all children to become active and independent learners. For example, there are plenty of accessible resources, that all children are able to access, both inside and outdoors. Children within the pre-school are all making good progress, as staff are very skilled at identifying the interests of individual children. They take full regard of their individual care needs and next steps in learning. Children have developed strong relationships with key adults and have bonded well with other children. The highly effective key-person system supports the child and their family, giving them a sense of belonging, because staff are observant to their individual needs and value their ideas.

Children are confident and self-motivated learners, who develop the necessary skills to prepare them for their future move to school. For example, they happily participate in a whole group tidy-up time. Staff warn children of an impending change and music plays as they put their toys away. Staff model how to tidy up, working alongside the children. Therefore, they learn about boundaries, cooperate with each other and behave well in the pre-school. Staff praise the children frequently for their achievements, which heightens their self-esteem and confidence. Parents comment that children have gained confidence and good social skills since they began attending the pre-school. Children learn good hygiene routines, such as, washing their hands before having food and after using the bathroom. Children's independence is encouraged further as they pour their own drinks and help themselves to pieces of toast using large knives to spread their chosen healthy topping.

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

The pre-school is managed effectively and consequently provides a good quality service to children and families. A high importance is placed on safeguarding children, and robust procedures are in place to support staff in keeping children protected. The pre-school has thorough procedures in place to recruit staff safely. For example, references are sought prior to staff starting and relevant checks are undertaken to ensure their suitability. New staff, students and volunteers undertake an effective induction programme, so that they know what is expected of them from the start. Staff ensure children's health and well-being are continually well met as most staff hold current paediatric first-aid certificates, ensuring that they can act appropriately in a medical emergency. Effective procedures ensure that staff inform parents of any minor bumps their child may have encountered. All staff have updated attended training course regarding safeguarding and are familiar with the Local Safeguarding Children Board procedures. As a result, staff fully understand how to implement these in the event of any child protection concerns. Therefore, children

attending the pre-school are being kept safe in the care of the staff.

The pre-school is very well organised and staff work collaboratively to provide an inclusive environment to support all children's learning and development. This includes those with special educational needs and/or disabilities or English as an additional language. The manager monitors the education programme effectively. Staff work well as a team to plan for children, so that they all build on children's learning. They organise the play sessions so that all children's learning and development is supported consistently. For instance, staff share information of individual children and make changes to activities to ensure that all needs are fully met at all times. Staff are encouraged to improve their own professional development and increase their knowledge and understanding of child development. For example, the newest member of staff has achieved a formal qualification and both deputies have achieved a Foundation Degree in Early Years. In addition, staff are encouraged to attend additional training and workshops. The manager holds regular supervision meetings with staff. This means she knows the key strengths of all staff members. The manager and her deputies monitor room activities and oversee the completion of observation files and assessments of children's progress. This ensures that no group of children are progressing less favourably than others. However, staff are not always able to reflect on their own and colleagues' teaching practice in order to identify improvements to ensure practice becomes exemplary. Therefore, opportunities for children's learning and development to be enriched even further are occasionally missed. There have been a number of improvements since the last inspection. For example, the manager has started a 'Parents Voice Group', which meets termly. All parents are welcomed and able to put forward their thought and ideas. Furthermore, this group enables parents to become fully involved in the setting, informing them of upcoming changes. Staff collate the minutes of all meetings and upload these to the pre-school website.

Staff have an excellent understanding of the importance of a partnership working. For example, there are excellent links with a range of professionals in place to support children's needs. These include local schools, other providers, speech therapist, a health visitors and local authority advisers. This makes sure that children who need additional support are quickly identified and interventions are provided. As a result, targeted learning and strategies are developed to make sure that all children make ongoing progress, taking into account their starting points, age and stage of development. Good arrangements exist between the pre-school and the local primary schools. Therefore, children, who are shortly to move up to school, become familiar with their new teacher. This prepares children well by reducing any anxieties they may have and helps them to feel excited and look forward to their move. Partnerships with parents are very good and the manager welcomes parental contributions to ensure that the highest level of service is provided to meet children's needs. Parents complete feedback questionnaires and are very complimentary about the setting. Comments include that the staff are always very friendly, flexible and supportive. Parents comment that their children are always happy and they receive very good feedback around how children are developing and the staff give them many ideas to encourage learning at home. All children are included and supported extremely well and the pre-school promotes equality and diversity successfully. Above all, children thoroughly enjoy the time they spend in this pre-school and the skills they develop help them to prepare them for school readiness and lay firm foundations for the future.



## 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

<b>Unique reference number</b>	EY382010
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	858719
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Caroline Yvonne Borrell
<b>Date of previous inspection</b>	12/03/2009
<b>Telephone number</b>	07941 182487

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

