

# Busy Lizzy Nursery

Fant Hall, Fant Lane, Maidstone, ME16 8NN



## Inspection date

18 March 2015

Previous inspection date

22 April 2014

|  | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|--|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b>                          | Previous inspection:    | Requires Improvement | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good                 | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good                 | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good                 | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                      |          |

## Summary of key findings for parents

### This provision is good

- There is a very happy, busy and purposeful atmosphere within the nursery. Staff are highly skilled in adapting an empty hall into an exciting area for children to learn.
- The quality of teaching is good. Staff support children's learning well, both inside and outside. As a result, all children, including those who speak English as an additional language, and those with additional needs, make good progress in their learning and development.
- Children develop a range of skills which help them to be ready for starting school. They are independent; they listen to each other and play happily together.
- The nursery's leadership team has worked hard since the last inspection to make many improvements. This has significantly enhanced the daily routine and the support for children's learning and development.
- Parents are very happy with the nursery and confirm how much their children enjoy attending. They are fully informed about the progress children make and there are good links established between home and nursery.

### It is not yet outstanding because:

- Staff are not yet fully involved in the process of checking information to ensure that different groups of children learn as quickly as others.
- The nursery manager takes most responsibility for identifying aspects of the nursery that can be further improved. Staff currently have less involvement in this.

## What the setting needs to do to improve further

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

- ensure staff make better use of information about the progress different groups of children make to help them identify whether any children need more support with their learning
- help staff to be more involved in identifying where improvements can be made within the nursery.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both inside and outside.
- The inspector talked to staff about how they plan for children's individual learning needs and how they check that all children make progress.
- The inspector carried out a joint observation with the nursery manager.
- The inspector talked to leaders and managers about how they plan for staff training and how they ensure all children are kept safe.
- The inspector talked to parents who were present on the day of inspection.
- The inspector sampled a range of records and documentation, including proof of staff checks, first aid training, improvement plans and the nursery's safeguarding procedures.

### Inspector

Jo Caswell HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children thoroughly enjoy their time at nursery. Staff know all of the children very well and provide activities, both inside and outside, which interest children and capture their imagination. For example, the 'mud kitchen' is particularly used well, especially by boys, to support all areas of learning. Children delight in making mud birthday cakes and staff extend this well by encouraging boys to count how many cakes are needed. Staff ask effective questions such as, 'What else do we need to do?' to help children recall and think creatively. Staff respond enthusiastically to children's interests and adapt activities to support this. For example, when children recently showed interest in puppets, staff changed the planned activities to enable children to make different types of puppets and to organise puppet shows. Particularly good support is provided for children with developing communication skills, and those who speak English as an additional language. The high quality teaching means children are motivated to learn and they make good progress.

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

Children become increasingly confident within the nursery. Staff value each child as an individual and know their personal preferences well. For example, they recognise when some children take longer to settle into activities at the beginning of the session and allow children sufficient time to make their own choices. Children develop good levels of independence. They take care of their own needs and enjoy the company of the other children. They behave very well and are kind and courteous to one another. Staff take time to get to know children well when they first start at the nursery. This means children form strong, trusting relationships with the staff who care for them each day. Staff pay good attention towards supporting children's well-being and safety, and procedures to protect children's welfare are good.

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

The nursery is led by a strong, highly motivated manager. She leads a team of dedicated and committed staff. Since the last inspection, the leadership team has carried out a full review of all areas of practice and significant improvements have been made. The nursery manager regularly checks the quality of practice and ensures that all children make progress in their learning. However, at present, the staff team has less involvement in this process. Good support is in place for staff training and regular supervision meetings ensure all staff reflect on their practice and identify areas to develop. Although this works well in reviewing individual practice, there are fewer opportunities for staff to reflect on the nursery routine and identify other ways in which they can help children learn. Partnerships with local schools and other early years settings are good.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY471122                 |
| <b>Local authority</b>             | Kent                     |
| <b>Inspection number</b>           | 1006049                  |
| <b>Type of provision</b>           | Sessional provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 34                       |
| <b>Number of children on roll</b>  | 37                       |
| <b>Name of provider</b>            | Teddy Bears Nursery Ltd  |
| <b>Date of previous inspection</b> | 22 April 2014            |
| <b>Telephone number</b>            | 01227765142              |

Busy Lizzy Nursery re-registered in 2013 under new ownership. It is part of the Teddy Bears Nursery Limited group and operates from a community hall in Maidstone, Kent. The nursery is open Monday to Friday from 9:00am - 12:00pm, term time only and is registered on the Early Years Register. Some afternoon sessions are available. There are currently 37 children on roll in the early years age group. The nursery is in receipt of funding to provide early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. A team of eight staff work with the children.

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