

<b>Inspection date</b>	17 April 2015
Previous inspection date	28 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</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

- Staff plan for and assess children's development accurately. As a result, all children, including those with special educational needs and/or disabilities, are making good progress in their learning and development.
- Children behave well and sensitive guidance helps them to learn how to share and take turns. Staff act as good role models, which further develops children's understanding.
- Partnerships with parents are strong. Parents receive good information about the setting, so that they are aware of the provision's responsibilities. In addition, parents are effectively supported in further developing their children's learning at home.
- Children enjoy positive interactions and discussions with staff. As a result, they develop good communication and language skills.
- Staff offer children a creative variety of play experiences that motivate and support them in developing a positive attitude to learning. This prepares them well for the move to school.
- Staff are pro-active in keeping children safe and free from possible harm or abuse. Staff's suitability is thoroughly checked and they are trained in how to protect children.

### It is not yet outstanding because:

- Staff do not maximise all opportunities to help develop children's pre-writing and writing skills.
- Staff have not thought enough about how they organise some large group activities, so that children get the most from these experiences.

## What the setting needs to do to improve further

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

- maximise all opportunities to develop children's emerging writing skills, for example, by ensuring staff consistently support their understanding of letter sounds and shapes
- review the organisation and purpose of large group times to ensure all children fully benefit from the learning experience offered.

### Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

### Inspector

Lianne McElvaney

## Inspection findings

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

Staff regularly observe and make accurate assessments of children's learning, including checking the progress of those aged between two and three years. This means that staff effectively target support where it is needed. Teaching is good overall, although, some large group sessions are not as well organised as possible. As a result, some children become distracted because they are expected to sit for too long to maintain their interest. Children's speaking and listening skills are developing well through good-quality interactions with staff. They have lots of opportunities to be creative. Children use the role-play areas well and use their imaginations to recreate first-hand experiences. For example, children pretend to go shopping or visit the coffee shop, using real resources. They develop their knowledge of number as they use the till and charge the customers for their purchases. Children learn about the sounds that letters make, which supports their emerging literacy skills. Most staff support children's understanding of letters well, although, this is not always the case and some opportunities are missed. Staff work well with parents to exchange information about learning to enhance continuity.

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

Staffing arrangements are consistent and staff are deployed well, so that they are readily available. This supports children in settling and they build secure attachments to staff, assured that their needs are understood and met. Staff play alongside children and help them to share and take turns. This helps children to understand appropriate behaviour and to build relationships with their peers. Therefore, they have relevant social skills and are emotionally prepared for school. Staff organise indoor areas well, so that resources are accessible, enabling children to make independent choices. Children enjoy opportunities to develop physical skills outside through climbing and balancing on the large climbing equipment. This supports them in developing a healthy life style. Staff have a good understanding of their responsibilities in safeguarding children. They implement practical policies, so that they consistently promote children's safety and well-being.

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

The manager and deputy have a good understanding of the requirements of the Early Years Foundation Stage. They support staff well through practical supervision. They efficiently identify training needs through supporting staff to attend courses and further their qualifications. This has a positive affect on children. For example, specific training for babies has led staff to adapt their use of resources to further promote learning. The manager, deputy and staff have addressed areas identified for improvement at the previous inspection. For example, they accurately assess children's progress and plan activities that will help them to move forward with their learning. Staff work well with other childcare providers, exchanging information, so that children's care is consistent and their development is promoted.

## Setting details

<b>Unique reference number</b>	EY351792
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1010731
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	257
<b>Name of provider</b>	Nicola Jayne Austin-Hare
<b>Date of previous inspection</b>	28 January 2014
<b>Telephone number</b>	0115 925 7735

Bizzy Kidz was registered in 2007. The nursery employs 25 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, 20 at level 3, two at level 2 and two are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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