

# Busy Kids (NW)

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



## Inspection date

7 July 2015

## Previous inspection date

22 July 2014

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

- Since the last inspection, staff arrangements have been thoughtfully implemented. Staff have received advice and support from the local authority and overall, this has had a significant impact on outcomes for children.
- Staff have obtained training through the local authority. This has improved their interactions with children. They effectively support children's learning and play, and children make good progress in their learning.
- Safeguarding is a priority. Staff's knowledge and understanding of child protection issues are secure and clearly promote the safeguarding arrangements.
- There is a strong emphasis on supporting children's well-being and they follow good hygiene routines. They enjoy healthy snacks and meals and energetic play outdoors, which promotes their good health.
- Children are prepared well for their transitions within the setting and to school because staff provide consistent support for their emotional well-being, in partnership with parents and key persons from other settings.

### It is not yet outstanding because:

- Space is not always fully utilised for the provision of quiet, reflective play for children who are not yet ready for group activities. As a result, children's social and emotional development are occasionally hindered.
- There is scope to further enhance children's learning at home in partnership with parents, in order to further develop children's communication and language skills.

## What the setting needs to do to improve further

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

- enhance existing strategies to develop children's communication and language skills, with particular regard to helping parents best support this aspect of children's learning at home
- use all available space to further enhance the provision for quiet, reflective play, particularly for children who are not yet ready for group activities, in order to further promote their personal, social and emotional development.

### Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff practice and their engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the owner and deputy manager, in relation to staff engagement with children.
- The inspector looked at children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector checked the evidence of the suitability and qualifications of staff and discussed issues arising from the settings self-evaluation.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

### Inspector

Cathleen Howarth

## Inspection findings

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

Staff understand and implement the learning and development requirements of the Early Years Foundation Stage. They complete ongoing observations and assessments of children, including those for health visitors, which are completed in a timely manner. They discuss with parents how to support their child's learning at home. 'Travelling George' is one of children's favourite soft toys and they take turns to take the teddy bear home. Parents record George's activities to help children recall special events outside of the nursery. Parents are kept well informed about their child's progress and contribute to the learning journals. Children are given home-learning bags to take home, which contain age-appropriate books, games and play materials to use at home. However, there is scope to further enhance children's learning at home, particularly for children who have communication and language difficulties and speak English as an additional language.

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

Staff implement written policies and safe working practices to effectively support children's health, safety and well-being. Daily care practices, such as nappy changing and toilet training, are implemented in partnership with parents to support children's independence, emotional security and self-esteem. Staff play alongside children, helping them to understand how to share and take turns. This helps children to form friendships with their peers and to quickly understand what behaviour is acceptable. However, space for quiet, reflective play is not always organised as well as it is for stimulating activities. In relation to children who are not yet ready for group activities, this sometimes hinders their social and personal development. However, the care provided for vulnerable children is effective.

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

There is a strong commitment to staff training and development. Staff use their understanding of child development to promote good outcomes for children. Positive action has been taken to tackle areas of identified weakness and this has improved the overall provision for children. There are robust selection, recruitment, vetting and induction procedures in place. In relation to child protection, new members of staff clearly understand relevant procedures to safeguard children. Staff supervision has also improved since the last inspection. Staff now receive training and coaching to improve the quality of teaching and learning. Children's activity plans are closely monitored to ensure the information obtained by their key person, through observations and assessments, is used effectively to support children's next steps in their learning.

## Setting details

<b>Unique reference number</b>	EY392314
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1011136
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Busy Kids (NW) Ltd
<b>Date of previous inspection</b>	22 July 2014
<b>Telephone number</b>	0161 336 4982

Busy Kids (NW) was registered in 2009. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications, mostly at level 3 or above. The owner visits the nursery and has Early Years Professional status. The nursery is open Monday to Friday, 7.30am to 6pm throughout most of the year. It is closed on public holidays and at Christmas. The nursery 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.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

