

# Busy Nought to Fives Ltd.

Busy Nought to Fives, Billington Close, Off Barrow Hall Lane, Great Sankey,  
Warrington, Cheshire, WA5 3TA



## Inspection date

14 August 2015

Previous inspection date

24 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Planning does not always link to any observations or assessment of children's needs. Therefore, the different needs of children are not always recognised as some planned activities do not always reflect children's specific interests and needs
- The quality of teaching differs across the nursery because staff are not always consistent in their approach. As a result, children are not always provided with sufficient challenge.
- Children's behaviour is not consistently managed in respect of encouraging children to say please and thank you. Staff do not always have a consistent approach when dealing with everyday incidents.

### It has the following strengths

- Children are kept safe as staff have a clear understanding of safeguarding. Staff are able to recognise the specific types of abuse and what action they would take in the event of an allegation being made against another staff member.
- The new manager knows what action is needed to improve the nursery, which can be seen in clear action plans. Regular staff supervisions and staff meetings are now in place to support staff in achieving the improvements to be made.
- Children show a good level of independence and self help skills. They are encouraged by staff to feed themselves and manage their own personal care needs. This prepares them for their next stage of learning.

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

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve planning, by using the information from observations and assessments to fully support children in their learning
- improve the quality of teaching to ensure that learning opportunities are consistent across all the age ranges of children in the nursery. Staff should use questions to encourage children to think and learn new words.

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

- improve staffs ability to manage children's behaviour so that there is a consistent approach across the setting.

## **Inspection activities**

- The lead inspector carried out a joint observation with the nursery manager.
- The inspectors observed activities indoors and outdoors.
- The inspectors held meetings with the nursery managers.
- The inspectors looked at a range of documentation, including records of children's progress, planning and observation records, and policies and procedures that support the safeguarding of children.
- The inspectors spoke to staff and parents.

## **Inspector**

Alison Frances Tranby / Kathryn Gethin

## Inspection findings

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

Children have free access to a wide range toys and equipment both inside and outside of the nursery. Rooms are well resourced with high quality equipment that captures the children's interests. Children in the toddler room enjoy joining in with familiar stories and creative activities. This encourages their listening and imaginative skills. Pre-school children have access to a range of activities to help them to develop their reading and writing skills ready for starting school. Babies enjoy interesting and everyday resources such as pots, pans and wooden spoons and making music with them. This encourages their curiosity and creativity. However, the quality of teaching is not consistent across the nursery and some staff do not always provide activities that are matched to the learning needs and interests of all the age ranges of children. For example, during a painting activity in the toddler room staff do not use questions well enough to encourage children to think or learn new words. This results in some of the children losing interest. Staff are successful in seeking help from other agencies for children who have additional needs.

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

Children feel happy and secure; they are confident learners and are supported by caring staff. Staff know the children well and respond to their individual care needs, which supports their emotional well-being and developing independence. Children in the pre-school room are greatly encouraged to be independent, including selecting their own water bottles and feeding themselves using cutlery. Children enjoy their time in the outdoor area. Overall, children behave well, however staff do not always discuss fully situations when children have been involved in a dispute with another child. The key person system is good and staff gather information from parents about what children know and can do when they start at the nursery. Staff have built good relationships with parents who speak highly of the staff and the nursery as a whole.

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

The management team have made significant improvements since the last inspection and have a clear vision and commitment to the improvement of the nursery. The manager and all staff have a secure knowledge of the safeguarding and welfare requirements and regularly review any risks in the environment. This helps to keep children safe. The manager has introduced regular supervisions with staff, with a focus on improving practice and training. However, these systems have not been in place long enough to see any impact. Staff make observations of children's learning and a tracker system is in place. However, these are not always used to fully support planning to meet the needs of all children. This affects the accuracy of information held by the manager about the progress children are making. The ongoing support to the well-qualified staff group is now enabling the setting to address previous weaknesses.

## Setting details

<b>Unique reference number</b>	EY266317
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1023360
<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>	129
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Busy Nought to Fives Ltd
<b>Date of previous inspection</b>	24 June 2015
<b>Telephone number</b>	01925 790 655

Busy Nought to Fives Ltd was registered in 2003. It is situated in the Great Sankey area of Warrington. The nursery employs 26 members of childcare staff. Of these, one has qualified teacher status and 23 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. It supports a number of children who speak English as an additional language.

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