

# Bizzy Tots Day Nursery

The Church House, Bilton Road, Rugby, CV22 7LU



<b>Inspection date</b>	5 January 2016
Previous inspection date	13 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers reflect closely on the quality of the provision. They are able to clearly identify the current strengths and weaknesses. Targets for further improvement are set. They are keen to provide the best possible outcomes for children in the future.
- The nursery is clean, safe and secure. The environment is risk assessed and a variety of procedures are used to minimise potential hazards to children. These help to ensure their safety and welfare are promoted.
- Staff get to know children and their families well from the start. Parents comment positively that the nursery is welcoming, their children enjoy attending and the staff are friendly. Children are happy, settled and relaxed.
- All children make good progress. Staff understand how children learn. They make good use of this to promote children's individual learning needs.
- The special educational needs coordinators ensure that individual children receive the help and support they need to begin to reach their full potential.
- Partnership working is excellent. The nursery staff team shares information with all those involved in children's care and education in a variety of ways. This successfully promotes continuity between the different settings children attend.

### It is not yet outstanding because:

- The routines of the setting are not always consistently well implemented. Sometimes, children's learning is disrupted. They have to wait around for extended periods of time and they are not always clear about what is happening next.
- Leaders and managers have a good overview of children's individual progress. However, they do not yet monitor the progress of different groups of children, in order to help staff to raise all children's progress to the highest level.

## What the setting needs to do to improve further

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

- review the routines of the setting, so that all opportunities to promote children's learning are maximised
- refine the systems for monitoring children's progress to include different groups, so that staff's teaching practice is sharply focused on raising all children's progress to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery provider and the manager.
- The inspector held a meeting with the nursery provider and the manager.
- The inspector looked at relevant documentation, policies and procedures, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff understand the safeguarding policies and procedures of the nursery. All those working with the children have been suitably vetted. Staff understand child protection issues and current safeguarding legislation. This helps to protect children from possible harm that might occur at home or elsewhere. A well-established programme of professional development is in place. The majority of staff are well qualified and those who are not are working towards relevant qualifications. Staff are supervised by the management team and benefit from a variety of opportunities to build on their knowledge and skills. This has a positive impact on the quality of care and education they provide.

### Quality of teaching, learning and assessment is good

Staff work closely as a team. They know all of the children but particularly their key children well. They make precise assessments of children's learning and have high expectations of their abilities. Staff plan and provide a variety of activities and experiences to promote children's individual learning. For example, babies delight in taking part in sensory experiences, such as exploring paint and water. Staff encourage them to use their hands and fingers to move the materials in different ways. This helps to build on their strong exploratory impulses and their understanding of the world. Toddlers are quickly developing strong skills in communication and language. They engage in a variety of games with staff, such as building towers, sorting objects and singing. Staff encourage them to respond to simple questions, think and build on their vocabulary. Older children particularly enjoy imaginative role-play games. Staff skilfully intervene to help them to share the resources and build their ideas as a group. This helps to promote their social skills. Children's learning is promoted well which supports their good progress.

### Personal development, behaviour and welfare are good

Children learn about keeping themselves healthy and well. Staff teach them about the importance of eating a balanced diet and talk to them about their likes and dislikes. Nutritious meals and snacks are provided by the kitchen staff. Children also enjoy taking part in experiences where they plant vegetables and cook for themselves. Babies and children benefit from outdoor play. They have access to low-level climbing equipment, wheeled vehicles and space to move around to challenge their physical skills. Staff find out about children's care needs, backgrounds and home lives. They sensitively ensure that babies and children benefit from what they need during the day. Children's similarities and differences are celebrated and valued. They learn to respect each other, be kind and include others in their play. Children's social and emotional well-being are promoted well.

### Outcomes for children are good

All children, including those who benefit from funded education, make good progress. Children who speak English as an additional language, disabled children and those with special educational needs are supported well. Children develop confidence and motivation to learn. They are eager to explore, inquisitive and quickly become keen learners. Children are well prepared for the next stage of their learning and, ultimately, moving on to school.

## Setting details

<b>Unique reference number</b>	EY374001
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	858218
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Bizzy Tots Day Nursery Limited
<b>Date of previous inspection</b>	13 January 2011
<b>Telephone number</b>	01788 817386

Bizzy Tots Day Nursery was registered in 2008. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from 7.45am to 6pm, five days a week, 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs and children who speak English as an additional language.

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