

Inspection date	8 February 2017
Previous inspection date	11 February 2013

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

- Partnerships with parents are well established and effective in helping promote children's care and learning. Staff keep parents well informed about children's development.
- The manager and provider are passionate about their roles. They are committed to providing a high-quality standard and have a clear vision for the nursery. They have addressed the improvements that were recommended at their last inspection.
- Children are confident and happy in a friendly, safe environment. The key-person system effectively helps to support children's development. Children have developed strong bonds with their key person. Staff throughout the nursery speak to children in a calm, caring manner and know the children well.
- Staff complete accurate and precise assessments of children's achievements. They identify children's next steps and gaps in their learning and provide activities to quickly close the gaps. Children enjoy their play and time at the nursery. Staff plan activities around children's preferences and interests. Children make good progress.
- Children who have special educational needs and/or disabilities and those who speak English as an additional language are supported effectively. Staff use picture cards and adapt activities to help meet their needs.

It is not yet outstanding because:

- On occasions, children's play is interrupted. Staff interrupt children's learning and clear away activities. Children are not always given sufficient time to pursue their learning or return to previous activities to complete them to their satisfaction.
- Staff do not organise group activities well enough. Occasionally they are too long and not sufficiently focused on extending children's learning to a higher level.

What the setting needs to do to improve further

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

- increase opportunities for children to consistently pursue their own learning and become deeply involved in their play, in order to help them complete, refine and finish what they are already doing to their satisfaction
- review the organisation of group activities so that these opportunities are better used to extend and challenge children's learning even further.

Inspection activities

- The inspector spoke to staff and children at appropriate times during the inspection. She held discussions with the manager and provider of the nursery.
- The inspector observed children at play, both inside and outside.
- The inspector discussed the children's learning records and how staff plan activities to help children learn and develop.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She discussed some of the nursery's policies and procedures and their action plan.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Leadership is very effective. Staff work well together as a team and provide for the children's individual needs. The manager monitors children's progress and staff performance effectively. She supports staff very well and has high expectations of them. Staff attend regular training courses and use the knowledge and ideas gained to enhance children's learning. Safeguarding is effective. Children are safe and secure. All staff know what to do and who to contact if they have a concern about a child. All staff have attended safeguarding training. Recruitment procedures are robust and ensure all staff are suitable to work with children. Partnerships with the school, local authority and outside agencies are well established. The manager uses extra funding effectively.

Quality of teaching, learning and assessment is good

Staff are well qualified and very enthusiastic in how they interact with children. Overall, the quality of teaching is good. Staff understand that children learn through play and provide an exciting environment that promotes learning very well. Most of the activities staff provide inspire and enthuse the children. Staff foster children's communication and language skills very well. They encourage purposeful conversations and ask children questions. This helps children to use their speaking skills effectively and think about what they are doing. Babies are developing well and thrive in the well-organised baby room. They enjoy pop-up toys and sensory equipment. Staff promote children's imagination well. For example, toddlers explore and dig in the construction area and become builders. Pre-school children are learning to investigate. For example, staff help children to explore tea and coffee as they play in the role play area.

Personal development, behaviour and welfare are good

Children thrive at the nursery. They demonstrate that they are comfortable in their surroundings. Staff manage children's behaviour well. They are positive role models and provide clear explanations to help children know what is expected. Children show respect for others and play harmoniously together. Staff promote children's personal skills effectively. They encourage children to spread butter on bread and chop vegetables as they play in the kitchen area. They help children learn how to use their cutlery effectively. Children are beginning to learn about healthy lifestyles and how to keep themselves safe. They take part in daily exercise and enjoy healthy snacks and meals. Staff effectively prepare children as they move through the nursery and on to pre-school. Children learn about diversity well. They celebrate different cultures throughout the year and learn about their own community.

Outcomes for children are good

All children are progressing well in their learning. Children are acquiring the key skills for future learning and have a positive attitude. They are gaining good independence skills. Pre-school children are developing good early writing skills. They write their names and draw their favourite things, such as dinosaurs. Children's physical development is good. They handle a variety of equipment efficiently and gain good control and coordination of their bodies. They balance and climb while playing outside and learn to throw skilfully.

Setting details

Unique reference number	EY450983
Local authority	Derby, City of
Inspection number	1066147
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 12
Total number of places	150
Number of children on roll	261
Name of registered person	Nicola Jayne Austin-Hare
Registered person unique reference number	RP513870
Date of previous inspection	11 February 2013
Telephone number	07976 830 577

Bizzy Kidz was registered in 2012. The nursery opens Monday to Friday all year round, except for a week between Christmas and New Year and bank holidays. Sessions are from 6.30am until 6.30pm. The nursery receives funding for free early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 24 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or 3. Three staff have early years foundation degrees and one is a qualified teacher.

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