

# Bizzy Bodz Day Nursery

307 City Road, Fenton, Stoke On Trent, ST4 2QA



## Inspection date

7 March 2017

Previous inspection date

20 April 2016

<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
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

- The management team is well organised and has implemented a concerted plan to address all issues identified at the last inspection. They welcome local authority advice and research the latest ideas around learning and welfare as part of a strong drive towards excellence.
- Staff are warm and supportive of one another. They undertake a wide range of training and apply things they have learnt to their teaching. They reflect on how they can do things better and are empowered by the managers to implement improvements.
- Staff know the children well, they observe what they can do and make plans to help them develop. There is a strong focus on social and communication skills. This helps to narrow gaps in attainment and prepare children to effectively access learning at school.
- Children are very independent. Older babies and toddlers pour their own drinks skilfully. They develop good physical skills as they climb stairs to the first-floor playrooms.
- Children who have special educational needs and/or disabilities are provided with tailored activities which address their learning needs. Staff work with other professionals to promote children's development and celebrate their progress, however small.
- Parents praise the homely environment where their children receive cuddles and individual care. They feel very welcome and well informed about their child's progress. Staff work hard to ensure parents are supported to extend their child's learning at home and value the information parents can provide about their child's abilities.

### It is not yet outstanding because:

- Staff do not give children enough support and encouragement to think through problems and find answers for themselves.

## What the setting needs to do to improve further

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

- enhance children's abilities to think through things for themselves and develop new ways to do things or solve simple problems.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke with parents during the inspection. She read written testimonials from parents and professionals working with the nursery and took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### Effectiveness of the leadership and management is good

The owner and the manager have worked with the whole staff group to implement a wide range of improvements to the nursery provision since the last inspection. Staff are well qualified. They undertake specific training to help them meet children's needs. For example, portage training has helped them meet the needs of children who have special educational needs and/or disabilities, and baby practitioner training has improved the skills of those staff working with children aged under two years. The manager observes staff's work to ensure good welfare and learning standards are maintained. The manager analyses children's progress to check how specific groups of children are progressing. This allows interventions to be put in place to close any gaps in their development. The arrangements for safeguarding are effective. All staff have a good understanding of what would constitute a safeguarding matter and are well supported by the management team to deal with any concerning issues.

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

The staff provide a wide range of experiences for children to choose from, both indoors and outside. Those who enjoy learning outside are able to develop all aspects of their learning. Mathematical and literacy skills are encouraged as strongly outside as the development of children's physical skills and knowledge of the natural world. Staff are very supportive of families. They ensure parents and extended family carers, where appropriate, are provided with opportunities to discuss children's learning and welfare. Children's interests are used to tie all areas of learning together and to provide a wide range of experiences they enjoy. Visits to the local pet shop, park and outdoor market give children opportunities to explore the wider environment.

### Personal development, behaviour and welfare are good

Children develop close relationships with their key person and other staff in this small setting. Babies settle very quickly and show high levels of confidence. Mealtimes are unhurried, social occasions where children enjoy freshly prepared meals. Their ability to choose and be independent is actively encouraged. Staff use a range of techniques to manage children's behaviour. Clear routines and simple rules mean they know what is expected of them and why. Children behave well and are kind to others. Toddlers show great levels of empathy for their friends. Children develop a good understanding of how to keep themselves healthy. For example, they skilfully wipe their own noses and understand why it is important to wash their hands.

### Outcomes for children are good

Babies enjoy exploring the wide range of activities provided and develop a strong sense of curiosity. They move freely around the room with confidence and purpose and are enthusiastic about their music sessions. Children who will start school soon identify initial sounds that letters represent in familiar words and develop their ability to hear how words rhyme. Toddlers start to develop the ability to use a pen to make marks. Children who have special educational needs and/or disabilities exceed specialists' expectations in their development.

## Setting details

<b>Unique reference number</b>	EY424752
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1050221
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Diane Hughes
<b>Registered person unique reference number</b>	RP910642
<b>Date of previous inspection</b>	20 April 2016
<b>Telephone number</b>	01782849616

Bizzy Bodz Day Nursery was registered in 2011. The nursery employs 11 members of childcare staff and a chef. All hold appropriate early years qualifications, including two at level 4, six at level 3 and two at level 2. The manager has early years professional status. The nursery opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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