

## Inspection date

6 October 2017

Previous inspection date

18 October 2016

<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

- The manager consistently monitors the quality of the provision and works alongside staff to model good practice and share her expertise. Staff are enthusiastic and share the manager's vision for the preschool.
- Staff understand child development well and use this knowledge to promote children's learning. As a result teaching across the pre-school is consistently strong.
- Staff accurately observe, assess and plan interesting activities. This means that children, including those with special educational needs are engaged, motivated and are making good progress.
- Staff and children have fun and enjoy exploring the activities and environment together. Children settle quickly and are supported by staff who offer comfort, praise and reassurance. This supports children's emotional well-being.
- The manager monitors staff performance, which includes, regularly observing staff practice and supervision meetings. This means staff feel valued and are able to reflect on and improve their own practice.

### It is not yet outstanding because:

- Staff occasionally do not make the most of opportunities to extend children's mathematical development, in particular around space, shape and measure.
- Staff do not always use agreed plans to support children with their early language skills.

## What the setting needs to do to improve further

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

- ensure staff make the most of opportunities to extend children's mathematical development, in particular around space, shape and measure
- ensure staff use agreed plans to support children with their early language skills.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well the manager and staff understand and implement policies, procedures and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well the manager monitors the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation including policies, staff records and children's learning journals.

### Inspector

Jayne Godden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know and understand their statutory responsibilities to keep children safe. The manager ensures all staff have attended safeguarding training. As a result, they know the possible signs and symptoms of abuse and who they must report concerns to in order to keep children safe. The manager monitors the progress of every child and groups of children to ensure all areas of the curriculum are covered and every child is making progress. Staff work very well with parents and other agencies to support children with special educational needs. The manager is reflective and gains feedback from parents, staff and children to enable her to know the areas that need development within the preschool.

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

Children are enthusiastic and confident learners. For example, children work well together using bricks and their imagination to create cars and excitedly take them around the preschool to show staff and their friends what they have made. Staff give children time to think and encourage them to work things out for themselves using skilful questioning. Staff plan purposeful activities and enable all children to take part. For example, the youngest children, who are practicing early walking skills, pull themselves up to play alongside older children with a low level tray of dried pasta and different sized containers. Partnerships with parents are good. Parents report their children, including those with special educational needs have made significant progress since joining the preschool.

### Personal development, behaviour and welfare are good

Staff form close emotional bonds with the children and are positive role models. They ensure children's individual routines are maintained, and are considerate when carrying out intimate care activities. For example, staff ask children if they can change their nappy and talk to them throughout to make it an enjoyable experience. Staff quickly intervene and remind children of the rules of the preschool when, on occasion, unwanted behaviour is seen. As a result, behaviour across the preschool is good. Staff patiently allow children time to learn things for themselves. For example, children independently chop up fruit ready for snack. Staff help children to understand how to keep healthy. For example, during snack and lunch times they talk about healthy food and where it comes from.

### Outcomes for children are good

Children are confident and self motivated to test out their physical skills, taking it in turns to climb the climbing frame and steering balance bikes around the track. Staff prepare children well for the next stage in their learning and school. For example, older children are able to hang up coats and put on shoes, and all children learn to wash their hands independently. Children demonstrate their early writing skills using chalkboards and painting activities.

## Setting details

<b>Unique reference number</b>	EY366537
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1110564
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Busy Lizzie's Ltd
<b>Registered person unique reference number</b>	RP902612
<b>Date of previous inspection</b>	18 October 2016
<b>Telephone number</b>	07891815249

Busy Lizzie's Ltd registered in 2007. It operates in Chichester, West Sussex. It is open between 8.30am and 5.30pm each weekday during term time. The setting employs eight staff; of whom, one holds an appropriate early years qualification at early years professional status, one at level 5, four at level 3 and two unqualified. The setting receives government funding for children aged two, three and four years.

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