

Busy Kids (NW) Ltd

7-11 Ann Street, Denton, MANCHESTER M34 2GJ



Inspection date	3 April 2019
Previous inspection date	7 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is variable. It does not always stimulate and challenge children's learning and development. As a result, not all children make good progress.
- The assessment arrangements of children's learning are not precise enough. This means that children are not provided with enough individual challenge to make good progress in their learning.
- Professional development does not have a sharp enough focus in helping to raise the quality of teaching to a consistently good level.
- The support in place for children who speak English as an additional language and those children with speech and language delays is not good enough. Staff do not provide early intervention from the outset. Consequently, the progress that children make in their communication and language is inconsistent.

It has the following strengths

- Children are developing emotional attachments with the staff. They demonstrate that they feel safe and secure.
- Children are encouraged to be kind to one another, to share and take their turn. They are praised for their efforts and achievements, which supports their confidence.
- Parents speak positively about the nursery and praise the level of care that staff provide to their children. They comment that staff get to know younger children's personalities and individual needs, to help them settle well into the nursery.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching to ensure all children receive consistently good-quality learning experiences	26/07/2019
ensure ongoing observation and assessment are accurate and are consistently used to inform the planning of challenging activities that sharply focus on individual children's precise learning needs.	21/06/2019

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

- monitor and evaluate the impact of staff practice and identify professional development opportunities, to help raise teaching to the highest possible level
- explore more ways to support the communication skills for all children, including those who speak English as an additional language.

Inspection activities

- The inspector spent time observing children in all areas of the nursery.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning during a planned activity.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector had a meeting with the management team.
- The inspector sampled a range of documents, including children's learning records and staff suitability checks.

Inspector

Alexandra Chiorando

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a sound knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well. The manager follows appropriate recruitment procedures. Staff build friendly relationships with parents. Self-evaluation, supervision and monitoring of practice take place. However, the manager's evaluation of staff practice is not rigorous enough to raise the quality of teaching to a consistently good level. Systems for monitoring ongoing professional development are not focused enough to provide consistency in the quality of teaching across the nursery. The monitoring systems do not ensure that all children's progress is accurately assessed, tracked and planned for.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff complete observations and identify children's next steps in learning. However, they do not use the information they gain from observations and assessments to plan challenging learning experiences. Staff do not regularly provide opportunities for children to explore ideas and experiment for themselves. They sometimes overlook opportunities to challenge children's thinking and encourage them to solve problems. For example, during a planting activity, older children are not offered opportunities to build on what they already know and can do. Furthermore, staff sometimes fail to engage children or sustain their interest in their self-chosen play. At times, the quality of staff interactions with babies enhances their imagination and language skills. Staff join in pretend play with babies, such as eating and drinking. They introduce simple language, such as 'more' and 'hot'. This helps babies to grow their vocabulary.

Personal development, behaviour and welfare require improvement

Staff form sound relationships with the children. Babies are reassured and comforted by staff when separated from their parents. Sleep and nappy changing routines are well organised to meet babies' individual needs. Staff encourage children to engage in play opportunities, but due to weaknesses in teaching, not all children show an eagerness to learn. However, children are confident. Children follow appropriate hygiene routines. They have daily outdoor experiences to promote their physical well-being. Children have some opportunities to develop their independence skills. For example, they put on their hats and coats before they go outside to play. Children are polite and well behaved.

Outcomes for children require improvement

Babies respond well to spontaneous singing with familiar adults. While children make steady progress in most areas, inconsistency in teaching means some children are not fully supported to make good progress. Gaps have been identified in children's communication and language development, especially for children who speak English as an additional language. Staff do not ensure these gaps close swiftly. Not all children are best prepared for moving on to school.

Setting details

Unique reference number	EY392314
Local authority	Tameside
Inspection number	10072106
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	67
Number of children on roll	60
Name of registered person	Busy Kids (NW) Ltd
Registered person unique reference number	RP908096
Date of previous inspection	7 July 2015
Telephone number	0161 336 4982

Busy Kids (NW) Ltd registered in 2009. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The owner holds early years teacher status and the manager is qualified to degree level in early years. The nursery is open Monday to Friday from 7.30am to 6pm all year round, except for public holidays and at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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