

Buzykidz Limited

St James Church Rectory Lane, High Street, BUSHEY WD23 1BD



Inspection date	5 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- There is a marked difference between the way children behave at the pre-school and after-school session. Staff are not effective enough in helping older children to consistently understand how to behave in a safe and kind manner.
- Supervision meetings for staff are not always regular enough to ensure targets set are monitored and achievements recognised. Furthermore, the monitoring of staff practice does not extend to the out-of-school sessions where the quality of the provision is weaker than that offered at pre-school sessions.
- Staff do not give parents details about their child's current next steps in learning. Staff do not offer parents guidance on how they can support their child's learning at home.

It has the following strengths

- Behaviour at the pre-school sessions is good. Pre-school children understand what is expected of them, happily comply with the requests from staff and make good progress in their learning.
- Staff support children to get involved in the local community. For example, the joint celebration with the church to open the new garden area is well planned, and children understand the reason for the festivities.
- Staff provide good support for children with special educational needs and/or disabilities. Several staff have attended special educational needs coordinator training to enhance their knowledge and help them to ensure children receive good support for their learning.
- Staff regularly observe children as they play. They use their assessments to help them plan for children's ongoing achievements.

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
implement behaviour management strategies consistently to help children behave in a safe and sensible manner	03/07/2019
put in place regular supervision meetings to enable staff to reflect on their practice and improve their personal effectiveness.	03/07/2019

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

- extend communication with parents to enable them to help support their children's learning at home and contribute towards their progress.

Inspection activities

- This inspection took place following the risk assessment process when concerns were raised about the quality of the provision.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She observed an adult-led activity and evaluated it with the provider.
- The inspector held a number of discussions with the provider and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Alison Reeves

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know the possible signs that children are at risk of harm. They recognise the indicators of radicalisation and grooming. However, there is too little attention given to monitoring staff practice to ensure weaknesses are quickly identified and actions put in place to help them improve. Staff track children's progress effectively. They identify gaps in learning and take steps to help children make better progress. Staff take appropriate measures to ensure children's safety in the garden and when going up and down stairs. Staff and parents have good relationships. Parents appreciate the new online communication system that keeps them up to date with children's experiences. Staff work well with professionals from other agencies. Staff use the guidance given to plan for and support children's learning.

Quality of teaching, learning and assessment is good

Staff understand how young children learn and how they can benefit from activities on offer. Staff successfully teach pre-school children according to their individual needs. Children enjoy exploring the properties of dough as they pull, stretch and shape it. Staff support children to learn French. Children happily greet staff and respond when asked their name. Children show how much they enjoy singing the French rhymes, naming fruits and colours. Children build their small-muscle skills in preparation for writing, for instance, as they use scoops to fill pots with soil and sand. Children show they have good imagination as they pretend to cook in the outdoor kitchen. Staff help children to explore the natural world as they look for snails that they have seen hiding in the wooden blocks in the garden. Staff provide older children with various recreational activities. Children are confident and self-assured.

Personal development, behaviour and welfare require improvement

Some of the children attending the after-school club do not behave well. This has a negative impact on some aspects of their safety and well-being. Some older children do not receive the support they need to engage in purposeful activities or to help them develop more positive relationships with other children. However, children attending the pre-school sessions demonstrate significantly better behaviour. They have very positive relationships and receive the support from staff that helps them to develop their ability to work with others. Children wash their hands before eating, and when questioned, confidently explain the need for handwashing before eating to stop them from getting ill from germs. Children make their own decisions and staff support the pre-school children effectively to do this. Outdoor experiences are frequent and the new play area is a pleasant place for children to play.

Outcomes for children are good

Children attending the pre-school sessions make good progress from their individual starting points. They are prepared for the next stage in their education. Children acquire a sound understanding of letters and sounds through phonics teaching. They show that they have good concentration skills and eagerly participate in large-group activities.

Setting details

Unique reference number	EY543506
Local authority	Hertfordshire
Inspection number	10109188
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 16
Total number of places	25
Number of children on roll	89
Name of registered person	Buzykidz Limited
Registered person unique reference number	RP902776
Date of previous inspection	Not applicable
Telephone number	07956948716

Buzykidz Limited registered in 2017. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including the provider, who holds an early years qualification at level 6. The setting opens from Monday to Friday during term time and during some school holidays if there is a demand. Sessions are from 7.30am until 8.30am for the breakfast club, 9am until 3pm for the pre-school and from 3pm until 6pm for the after-school club. During school holidays, the setting is open from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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