

Bizzy Tots Day Nursery

The Church House, Bilton Road, Rugby CV22 7LU



Inspection date	18 July 2019
Previous inspection date	5 January 2016

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

- Children are happy and confident in the nursery environment. They form positive relationships with staff and other children and are eager to engage with them in play and conversation.
- Children are motivated to learn. They make independent choices about how to spend their time in the very stimulating learning environment.
- Staff know children very well. They observe children's play and identify appropriate next steps in their learning. Staff plan engaging learning activities to support all children, including those with special educational needs and/or disabilities (SEND), to make good progress.
- Staff effectively adapt their practice to ensure the individual needs of all children are met. Flexible daily routines minimise disruptions to children's play. For example, children move freely between the indoor and outdoor spaces and older children choose when to eat their snack.
- Staff talk to children about healthy eating and introduce healthy practices, such as drinking plenty of water and wearing sun hats on hot days.
- Parents are well communicated with regarding their children's care and development. They are encouraged to be involved in their children's learning, for example, through home visits, parent questionnaires, parents' evenings and home-learning opportunities.
- The settling-in process, transitions between rooms, and the transition on to schools, are well planned to meet individual needs. This supports children to feel safe and secure.
- At times staff do not fully support children's learning by having consistently high expectations of what children can do for themselves.
- Procedures for monitoring staff practice and supporting them to develop their teaching to a higher level are not fully effective.

What the setting needs to do to improve further

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

- support staff to have consistently high expectations of what children can do for themselves
- support staff to identify and address where their teaching practice can be strengthened further to achieve the best possible outcomes for children.

Inspection activities

- The inspector observed the quality of teaching activities and supervision outdoors and indoors, and assessed the impact of this on children's learning.
- The inspector completed a joint observation of staff practice and discussed this with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector met with the manager.
- The inspector looked at relevant documentation, including policies and procedures, staff recruitment and children's assessments.
- The inspector spoke to parents and took account of their views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff understand their responsibility to keep children safe. They know the procedures to follow if they are concerned about a child. The manager ensures statutory training is kept up to date and provides opportunities for staff to access additional training. Staff meetings are used effectively to ensure staff remain up to date with early years issues. The manager monitors the progress of all children and compares the outcomes of different groups. Staff work closely with other agencies involved with individual children to identify appropriate next steps in their learning. Effective systems are in place to ensure all staff are aware of the specific needs of children with SEND. This enables staff to ensure their needs are well met.

Quality of teaching, learning and assessment is good

Staff skilfully support children to make independent choices in their learning. They offer additional support or resources to engage children in play when needed. Babies competently move around and choose from a selection of activities. For example, they push cars, look at books, paint, draw and explore the sand. Two-year-old children begin to give meaning to their drawings. They develop their skills as they experiment with different tools, such as paint dabbers, pencils and whiteboard pens. Staff engage in play alongside children, responding to their verbal and non-verbal communication. Early language development is supported well. Staff repeat back the noises babies make, model new words and sounds for young children, and extend the sentences of older children. Pre-school children talk together as they use play dough to make cakes and biscuits. When they notice the colours have mixed and changed, staff support them to consider what has happened, and how they can change the colours further.

Personal development, behaviour and welfare are good

Children fully engage in their play and learning and are appropriately supported by staff when needed. Staff teach children about sharing and taking turns. They support them to notice the feelings of others and to begin to resolve conflicts independently. Pre-school children are supported to remember the nursery rules and to consider what they mean. Staff support children to learn about communities beyond their own, for example, by tasting foods from other countries. They share their home experiences with one another by, for example, taking home 'Charlie bear' and recording in his diary. Children have opportunities to learn about the natural world, such as by observing and caring for the nursery pets, planting seeds and investigating insects they find in the garden.

Outcomes for children are good

Children develop the necessary skills to support them as they move through the provision or on to school. They develop positive attitudes to learning and enjoy the time they spend at nursery. Children enjoy looking at books and experimenting with drawing tools from an early age. Older children have opportunities to learn in group situations, such as at circle time and for music and movement activities. Children often use numbers and counting within their play.

Setting details

Unique reference number	EY374001
Local authority	Warwickshire
Inspection number	10074114
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	30
Number of children on roll	56
Name of registered person	Bizzy Tots Day Nursery Limited
Registered person unique reference number	RP517060
Date of previous inspection	5 January 2016
Telephone number	01788 817386

Bizzy Tots Day Nursery registered in 2008. The nursery employs 10 childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and two at level 2. The nursery opens from 7.45am to 6pm, five days a week, 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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