

# Inspection of Buzykidz Limited

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

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Inspection date: 9 January 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy exploring the wide range of interesting and stimulating activities set out for them each day. They are enthusiastic learners and focus for long periods of time, supported by staff. Children build towers with innovative construction materials and learn how to stack them so that they do not topple over. Children concentrate intently as staff help them arrange bricks in colour patterns. Staff extend children's knowledge about shapes and colours, for example, in discussions about a white diamond shape they place on the top of their towers. Children receive warm praise from staff, which motivates them to try even harder. Children feel safe and secure in expressing their opinions and making decisions. They have formed strong, warm relationships with staff.

Children use their imaginations throughout the day. They have a wonderful time in the garden as they pretend to drive to the shops in push-along cars. Children start to use new words. They pretend to buy things from staff and pay for them as they leave. Children happily join in with their friends, take turns and share. Children are busy and determined as they challenge themselves physically.

## **What does the early years setting do well and what does it need to do better?**

- Staff have high expectations of what children can achieve. They look at ways, throughout the day, where they can extend children's knowledge. For example, children learn about early mathematical concepts in small focus groups. They find out how to identify numerals and expertly count out groups of objects. Staff give children lots of encouragement and sing counting songs with interesting actions. Children giggle when they are asked to wriggle their elbows and toes.
- Partnerships with parents are excellent. Parents are delighted with the progress that their children are making at pre-school. They appreciate the communication they receive so that they can support their children's learning at home. Staff give children who are new to the setting calm reassurance, helping them to settle quickly and confidently. Parents value the support and help they receive from the highly experienced staff team.
- The manager has introduced regular supervisions for staff. This has helped to focus on achieving targets and gives staff further opportunities to reflect on how they can improve practice. The staff are highly committed to continuously developing their skills and knowledge. However, the programme of professional development is not yet sharply focused on driving the quality of teaching to the highest level.
- Children learn about their local community through regular trips and outings. They walk to the duck pond and visit the local library and post office on the bus. Children learn about how other groups of people live. For example, they visit the local care home and sing Christmas carols to residents. Children learn about

different cultures and festivals through crafts, stories and activities.

- Staff have worked tirelessly to enhance the after-school provision. They have taken suggestions from children and worked together on a behaviour strategy that has resulted in very good progress. Children play cooperatively and thoroughly enjoy the activities and games that they have chosen. New children are warmly welcomed and they make new friends quickly. During mealtimes, staff encourage children to share what they enjoyed most at school. They take a genuine interest in what children say and this builds on children's sense of well-being.
- Children are gaining the skills to become highly independent. For example, they wash their hands and then help themselves to healthy snacks. Children put their dirty plates in the washbowl when they finish eating. They make decisions about what they play with and confidently ask for favourite toys. Staff quickly bring these out for them to enjoy. However, sometimes, staff do not fully promote children's consistent access to sensory experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers place a high priority on making sure that children are safe and this is well managed throughout the pre-school. Staff fully understand their responsibilities to safeguard children. They are confident and knowledgeable in identifying and addressing concerns related to safeguarding or wider child protection issues. Staff have regular safeguarding training and their knowledge of child protection is refreshed regularly in staff meetings. The manager conducts safe recruitment procedures and checks that staff remain suitable in their roles. Children learn the rules of the road and how to keep themselves safe when they are out in the community.

## **What does the setting need to do to improve?**

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

- develop a more focused programme of professional development that helps to raise the quality of teaching to a higher level
- extend opportunities for children to experience sensory play.

## Setting details

<b>Unique reference number</b>	EY543506
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10113248
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	25
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Buzykidz Limited
<b>Registered person unique reference number</b>	RP902776
<b>Telephone number</b>	07956948716
<b>Date of previous inspection</b>	5 June 2019

## Information about this early years setting

Buzykidz Limited registered in 2017. The setting employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one at level 4, one at level 3 and two at level 2. The setting opens from Monday to Friday during term time only. Sessions run from 9am to 3pm for the pre-school and from 3pm until 6pm for the after-school club. The breakfast club runs from 7.30am until 8.30am, Monday to Thursday. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Doherty

## Inspection activities

- The manager and inspector completed a tour of the pre-school. The manager explained how the early years provision and curriculum are organised.
- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and the impact on children's learning.
- The inspector and manager observed and discussed the quality of a planned activity.
- The inspector spoke to parents during the inspection and took into account their views.
- A sample of documentation, including staff suitability records and policies and procedures, was seen by the inspector.

We carried out this inspection 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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