

Inspection of Busy Kids (NW) Ltd

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

Inspection date:

28 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Babies and children thoroughly enjoy their time at this homely and welcoming nursery. They are full of excitement as they enter the nursery and are happy and well settled. Children develop very good relationships with their key person and strong friendships with each other. They are confident in new situations. For example, they are eager to share their play and learning with visitors. They show high levels of emotional security and self-esteem. Staff have high expectations of all children and celebrate their individuality. Children are extremely well mannered and polite, and demonstrate a kind and helpful attitude towards staff and each other. They behave very well.

Children have a wide range of opportunities to develop their physical skills. Babies have plenty of space to crawl, pull themselves up to a standing position and cruise along the furniture. Toddlers use tweezers to pick up pom-poms and put them in a tray. Pre-school children take part in 'Funky Monkey' sessions where they learn to move their bodies in different ways. They have access to a large outdoor play area where they balance, climb, and ride bicycles and scooters. Children develop an extensive range of skills, abilities and attitudes in readiness for school.

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

- The highly qualified manager, together with excellent support from the owner and staff team, has worked extremely hard since the previous inspection. She has addressed the actions and recommendations raised and enhanced many other aspects of practice. For example, the manager has introduced more effective systems for observation, assessment and planning. Overall, staff plan a broad and balanced curriculum to meet children's individual interests and the next steps in their learning. Children make good progress.
- Staff place high priority on supporting children to develop their communication and language skills. They role model excellent language and encourage babies and children to repeat sounds and words. They ask children open-ended questions and give them time to respond. Children use complicated sentences to explain their thoughts and are keen to find out new things. They say, 'All the different colours have mixed together and it looks like a parachute.' Children ask questions such as, 'I wonder what will happen to the sweets when we put warm water on them?'
- Children benefit from a stimulating learning environment and an excellent range of resources to ignite their interest and curiosity. They explore different textures using their hands, such as shaving foam, cornflakes, oats and sand. Babies have a wonderful time when they investigate jelly and use metal objects to make sounds. This helps children to learn using their senses.
- Staff teach children to adopt a can-do attitude and to do things for themselves

whenever possible. Babies learn to feed themselves, with sensitive and caring support from staff. They wash their faces with flannels and drink from cups with remarkable skill for their age. Older children learn to put on their coats, use a knife and fork and pour their own drinks. They develop high levels of independence.

- Children enjoy healthy, nutritious meals and have access to fresh drinking water throughout the day. However, staff do not consistently make the most of opportunities to talk to children about eating healthy foods and the effect it has on their bodies.
- Parents are highly complimentary. They comment that they appreciate the well-established key-person system and feel fully involved in their child's learning, at the nursery and at home. Excellent partnerships with parents help to promote high levels of consistency and continuity for children.
- The manager has an accurate view of the quality of the nursery and what it needs to do to improve. The manager and provider coach and mentor staff to help them to further develop their practice. They are currently seeking opportunities to enhance staff's knowledge of how to extend children's mathematical development. At present, staff do not use everyday activities to extend older children's understanding of space, shape and prepositional language.

Safeguarding

The arrangements for safeguarding are effective.

Staff place high priority on children's safety. They have a secure understanding of the signs and symptoms of abuse and neglect. Staff confidently explain the referral procedures to follow should they have concerns about the safety or welfare of a child. They have a good knowledge of wider safeguarding issues. Staff know what to do and who to contact if an allegation is made against a member of staff. Resources are safe and suitable for the ages of children attending. Staff undertake rigorous risk assessments to ensure that children play and learn in safety. Robust security measures ensure that children are well protected from unwanted visitors and cannot leave the premises unsupervised.

What does the setting need to do to improve?

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

- develop further opportunities for children to understand prepositional language, shape and measure in everyday activities to further enhance their understanding of mathematical concepts
- support children further to help them to fully understand the importance of eating healthy food and the effect it has on their bodies.

Setting details

Unique reference number	EY392314
Local authority	Tameside
Inspection number	10102968
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 at time of inspection	0 to 4
Total number of places	67
Number of children on roll	57
Name of registered person	Busy Kids (NW) Ltd
Registered person unique reference number	RP908096
Telephone number	0161 336 4982
Date of previous inspection	3 April 2019

Information about this early years setting

Busy Kids (NW) Ltd registered in 2009. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. 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.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The manager took the inspector on a learning walk across all areas of the nursery and grounds to explain how the early years provision and curriculum are organised.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- A joint observation was completed by the inspector and the manager during a planned activity.
- Relevant documentation was looked at by the inspector, including children's records and safeguarding policies and procedures.
- The inspector checked evidence of the qualifications and suitability of staff working in the nursery.
- Several parents spoke to the inspector on the day of the inspection. The inspector took account of their views.

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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