

Inspection of Busy Lizzy Nursery Ltd

Fant Hall, Fant Lane, MAIDSTONE, Kent ME16 8NN

Inspection date: 11 October 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

Children are very happy, content and confident. They settle quickly, developing close relationships and bonds with staff. They confidently explore and experiment in their play, extending this from inside to outside. Children feel good about themselves. They are constantly encouraged and praised. Staff help them to develop high levels of self-esteem, through their enthusiasm and positive engagement in their play.

Children develop good imaginations. They use stories, role play, small world resources and creative activities to show their understanding of the difference between real-life situations and fantasy play.

Children demonstrate high levels of focus and concentration in their play. During story times, children listen intently. They become engrossed in activities and show a clear enjoyment of new experiences. Staff support this well through their enthusiasm, their sensitive engagement and the effective use of questions. They encourage children to learn from their mistakes.

Children learn about healthy lifestyles. Staff encourage them to extend their play outdoors to gain fresh air. They learn about the importance of healthy choices of food through discussions, snack time and their packed lunches. Children learn about keeping active and healthy through physical play. They quickly develop new skills, such as pedalling trikes and using their feet to propel them along on ride-on toys.

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

- The staff team work well together. They promote consistency and continuity for children and their families. They support each other well and complement each other's strengths in practice. They recognise their individual areas to improve and are enthusiastic to develop their knowledge further.
- Children develop close relationships and friendships with their peers. They learn to take turns and appreciate other children's contributions in their play. They enthusiastically share other children's achievements with staff, showing a growing understanding of feeling proud for others. For example, children are quick to tell staff about other children's new skills of writing letters and drawing pictures.
- Staff support children's development of communication and language. They carefully challenge every child according to their level of development. They introduce new vocabulary, simple sentences and complex statements. They encourage children to recall and retell stories to help them to share experiences and books with others.

- Children with additional needs receive positive support to help them close gaps in their development. Staff use many different ways to encourage communication and understanding through gestures, pictures, expressive language, expressions and speech. They use effective open-ended questions to help children to think for themselves and express their needs.
- Staff provide experiences to help enrich children's experiences. They use information about children's home lives and encourage children to share these experiences with others. For example, children talk about the pets that they have at home. The staff provide activities and resources to encourage all children to learn about caring for animals.
- Staff recognise children's strengths. They celebrate and extend these successfully through children's play. Sometimes, staff do not always recognise when most-able children's enthusiasm and confidence have an impact on less-confident children's participation in some activities and play.
- Staff are eager to develop and progress in their practice and professional status. They listen to ideas and strategies and implement these immediately. Staff understand the importance of a flexible approach to children's learning. They adapt their teaching to support individual's children's needs as well as the changing needs of group of children attending.
- Staff understand the needs of the local community and work with local schools to make children's transition to their next place of learning as smooth as possible. They highly promote the continuous journey in children's progress.
- Staff have a clear knowledge of supporting children with gaps in their learning. They work with other professionals and children's parents to provide a consistent approach to children's progress. They use additional funding carefully to help support children's learning in readiness for school. Parents and grandparents make positive comments about the progress their children are making in this setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to promote the ongoing welfare of all children. Children play in a safe and secure environment that is carefully checked by all staff. Staff help children to learn to keep themselves safe. They encourage children to try new skills but give clear instructions and support to prevent accidents. For example, they help children to ride bikes safely up and down slopes. Staff have a robust knowledge of child protection procedures and are fully aware of what to do if they have a concern about a child in their care. They work alongside other agencies to support children and their families.

What does the setting need to do to improve?

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

- support staff's understanding of ensuring children of differing levels of confidence have opportunities to fully participate in all learning experiences.

Setting details

Unique reference number	EY557385
Local authority	Kent
Inspection number	10175198
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	23
Name of registered person	Busy Lizzy Nursery Ltd
Registered person unique reference number	RP557384
Telephone number	07888739058
Date of previous inspection	Not applicable

Information about this early years setting

Busy Lizzy Nursery Ltd registered in 2018. It is located in Maidstone, Kent. The nursery operates Monday to Friday, from 9am to 3pm, term time only. The nursery has a staff team of five. Three staff hold qualifications at level 3 and two staff hold qualifications at level 2. The nursery provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the early years curriculum.
- Children spoke to the inspector about what they like doing at the setting.
- The inspector carried out a joint observation with the manager during story time.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager and nominated person showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021