

# Inspection of Bizzy Kidz

373 Burton Road, DERBY DE23 6AH

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Inspection date: 24 March 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at the nursery and are warmly greeted by staff. They confidently separate from their parents and settle quickly. Children play and learn in spacious and well-resourced playrooms. Staff ensure that activities and resources are accessible and match children's capabilities. From a young age, children are able to make choices about what they would like to play with. Babies notice 'sensory bags' on the floor and purposefully crawl towards them to explore. Toddlers make 'sandwiches' in the role-play area. Pre-school children eagerly join in with others at the creative table, modelling pretend 'teeth' out of dough.

Children demonstrate positive relationships with staff and each other. Babies laugh and babble back when staff talk and sing to them. Toddlers are confident to ask for staff's help when dressing up in the role-play area. Pre-school children build firm friendships with each other and enthusiastically engage in imaginative games. They wear masks and capes and pretend to be 'superheroes' as they play cooperatively together. Staff support children in learning to do things for themselves and to be independent. Pre-school children register themselves upon arrival, they find and place their name card on a board, then hang up their bags and coats. Staff help toddlers to safely climb the steps of a slide. They continue to offer timely support until children are confident and able to do this by themselves.

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

- The manager and staff have an understanding of how children develop and what they want them to learn. They plan activities that they know children will be interested in. Staff identify where children may need extra help and put appropriate support plans in place. This ensures all children's individual care and learning needs are effectively met.
- Staff promote children's interest in books and a love of reading from a young age. Babies respond positively to staff as they invite them to decide which book they would like to look at first. They listen intently to staff and repeat the words that they hear. Babies say 'more' when the story has finished. Pre-school children invite staff to join them in the reading area, eager to share their chosen books. A lending library is available for parents to borrow books to share and continue this interest with their children at home.
- Staff assess what children know and can do and identify what they need to learn next. Their interactions with children are, overall, positive. For example, during a craft activity to make a mask, they teach children how to handle tools correctly and reinforce children's understanding of numbers and counting. However, staff do not always pick up on all the opportunities that arise during activities to help challenge and build on children's learning further.
- Staff understand the importance of supporting children's communication and

language development, including those children who speak English as an additional language. They talk with children as they play, modelling the correct use of words and introducing new vocabulary. Staff introduce the use of picture cards with the youngest children and learn 'power' words in children's home languages. This helps children to understand and be able to make their needs known.

- Staff teach children to understand expectations for behaviour. Consistent strategies are used throughout the nursery to help capture children's attention, when play becomes a little too boisterous or noisy. For example, the shake of a bell reminds children to take time to calm down. However, staff do not always respond quickly enough, which results in children, particularly those in the pre-school room, losing focus on their learning for moments of time.
- Partnership with parents is strong. The manager and staff take time getting to know parents and their children when they first start. Parents are provided with detailed information about the nursery, including translated written materials that reflect the wide range of languages used. This helps parents to feel welcomed into the nursery from the start. Staff maintain a two-way exchange of information, regularly sharing information with parents about their children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Safeguarding and child protection issues feature regularly in staff meetings as points for discussion. Managers and staff update their training to keep their knowledge and understanding current. They know what procedures to follow should there be a safeguarding concern. All the necessary suitability checks are completed by the manager to ensure that those working with children are suitable. Risk assessments of the indoor and outdoor environment help staff to identify any hazards and how action is taken to alleviate them. Effective arrangements are in place to ensure that the premises are secure. Staff are deployed appropriately to ensure that children are supervised at all times.

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

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

- help staff to continue to build on their interactions with children to ensure they consistently extend and challenge children's learning
- ensure strategies to help children to regulate their behaviour are consistently used in order to help them remain focused in their learning.

## Setting details

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| <b>Unique reference number</b>                     | EY450983  |
| <b>Local authority</b>                             | Derby   |
| <b>Inspection number</b>                           | 10226800  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Full day care                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4  |
| <b>Total number of places</b>                      | 150   |
| <b>Number of children on roll</b>                  | 147   |
| <b>Name of registered person</b>                   | Austin-Hare, Nicola Jayne                           |
| <b>Registered person unique reference number</b>   | RP513870  |
| <b>Telephone number</b>                            | 01332 386104  |
| <b>Date of previous inspection</b>                 | 8 February 2017                                     |

## Information about this early years setting

Bizzy Kidz registered in 2012. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2, 3 and 5. The nursery opens Monday to Friday all year round, except for a week between Christmas and New Year and bank holidays. Sessions are from 6.30am until 6.30pm. The nursery receives funding for free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Claire Muddimer  
Lianne McElvaney

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspectors observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation of an activity and evaluated these with the manager.
- The provider, manager and both inspectors completed a learning walk together so the inspectors could find out about the manager's intent for the nursery curriculum.
- The inspectors held a meeting with the provider and manager. They looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children during the inspection.
- The inspectors spoke to a number of parents during the inspection and 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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