

# Inspection of Busy Kids (NW) Ltd

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

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Inspection date: 22 April 2022

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| <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**

Leaders and managers want children 'to have fun while they are learning'. This vision is reflected in children's smiles as they gain lots of new skills. For example, babies beam with happiness and sing tunefully as they master the physical skills needed to rock on the see-saw. Children benefit from the different learning experiences available to them. They engage in a variety of activities and thoroughly enjoy their time at the nursery.

Children's personal development is promoted very well. They forge trusting relationships with all staff, which gives them a good sense of belonging. Due to the impact of COVID-19, settling-in procedures have been adapted to meet children's individual needs. Children who are new to the nursery are introduced gradually to the environment. This helps them to build confidence as they become familiar with their new friends and staff.

Children are well behaved and have a positive attitude to learning. For example, they pay close attention to staff as they walk to the local park. They use their 'listening ears' and decide when it is safe to cross the road. These meaningful experiences help children to develop important skills, that contribute to their wider development.

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

- The new leaders and managers have made lots of improvements and created a harmonious staff team. For example, physical changes have been made to the nursery to create an enabling environment for children. Staff say they feel valued and appreciate that their suggestions are taken on board.
- Healthy eating is promoted well throughout the nursery. As a result, the nursery has received a health and nutrition award from the health trust. Mealtimes are totally unrushed, which means children can eat at their own pace. Children also enjoy conversing with staff, who sit and eat with them. Staff act as good role models, which helps all children to develop their physical skills as they use the cutlery.
- Staff ensure that children with special educational needs and/or disabilities (SEND) have the same opportunities as their peers. They know what children are capable of achieving and adapt the curriculum to help them acquire new skills. When staff plan wider experiences for children, such as trips to the park, these are planned with great care. As a result, no child misses out on this valuable learning experience. Parents of children with SEND are delighted with the progress their children have made.
- The literacy curriculum is not consistently strong. At times, children who are unable to hold a pencil correctly are encouraged to write their names. This

means they are not being supported to develop the skills they need for writing in the right order. Furthermore, staff use a mixture of cursive writing, print and capital letters. This has potential to confuse children who are beginning to recognise letters and words.

- Early years pupil premium funding is used well to support disadvantaged children. Leaders, managers and staff look carefully at what children need and then decide how to spend the funding. They have recently used funding to recruit an additional member of staff. This means disadvantaged children benefit from one-to-one support to help them catch up with their peers.
- Transitions into the nursery and within the nursery are managed very well. For example, as children move between rooms, staff work closely with each other to help children feel emotionally prepared and ready to learn. Staff also work closely with parents, which helps to support this process. However, transitions from nursery to school are not as smooth as they could be. Staff do not focus sharply enough on what skills children need to develop, to help better prepare them for their transition to school.
- Staff use knowledge from training to bring children's learning to life. Following training on phonics, they introduced 'listening walks' to help children focus on sounds. Children also enjoy listening to stories. They actively join in with familiar phrases, such as 'not by the hair of my chinny chin chin' and display an enthusiasm for learning new words.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant. They are proactive in seeking support from relevant agencies to ensure that children are protected. All staff are trained in child protection and understand the procedures to follow if they have any concerns about children. For example, they understand the nursery's whistle-blowing procedures and action to take if a non-mobile baby sustains an injury.

All areas of the nursery are thoroughly risk assessed. This means children can play and learn in a safe environment. Children are also taught about road safety as they venture on trips in the community. Their safety on outings is further assured because staff supervise them closely and keep them in sight 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:**

- ensure the literacy curriculum is carefully sequenced to help children to develop their early writing skills in the right order
- strengthen partnerships with local schools to support a smoother transition for children.

## Setting details

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| <b>Unique reference number</b>                     | EY392314  |
| <b>Local authority</b>                             | Tameside  |
| <b>Inspection number</b>                           | 10237833  |
| <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>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 0 to 8  |
| <b>Total number of places</b>                      | 67  |
| <b>Number of children on roll</b>                  | 73  |
| <b>Name of registered person</b>                   | Busy Kids (NW) Ltd  |
| <b>Registered person unique reference number</b>   | RP908096  |
| <b>Telephone number</b>                            | 0161 336 4982   |
| <b>Date of previous inspection</b>                 | 28 February 2020  |

## Information about this early years setting

Busy Kids (NW) Ltd registered in 2009. The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two hold level 2. The nursery opens from Monday to Friday, all year round, except for public holidays and at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. A holiday club is provided during the school holidays.

## Information about this inspection

### Inspector

Tricia Graham

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- The inspector carried out a joint observation with the managers.
- The inspector spoke to parents during the inspection.
- Leaders and managers showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to staff and children.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum.

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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