

Inspection of Nik Nik's Bizzy Bees

78 The Town, Thornhill, Dewsbury, West Yorkshire WF12 0QX

Inspection date: 21 June 2022

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 happy and safe in this friendly, welcoming setting. They form good relationships with staff, who get to know the children very quickly. Staff use various methods to develop supportive relationships with parents and carers. As a result of getting to know the children well, staff are able to set and act upon individual next steps for children. These next steps are shared with home, where parents contribute to these. Staff demonstrate good care of children and meet their needs well. For example, at snack times, a member of staff supports individual children. Children happily play alongside each other, involving each other in their play and learning to share resources.

Children are given opportunities to develop their language, as adults model through play and extend vocabulary. In the toddler room, children explore looking after babies. A staff member works with a child to check their understanding of what a baby might need once it has woken up. She models getting a blanket for the baby, talking about why the baby's face should not be covered. Children in the pre-school room take great enjoyment from making play dough, exploring what happens when too much water is added. Children confidently feel the mixture, telling the staff it 'feels sticky'. The staff member encourages children to think by asking them what they need to do to make it more like play dough.

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

- Staff frequently gather information from home about children's interests and plan activities around these. However, on occasions, staff do not recognise the learning that is actually taking place and how it can be extended.
- Parents speak highly about the supportive setting and recognise the impact that it has on their children's learning. Parents feel that they have a good link with staff and that they are supportive of all children, including those with additional needs. All children make good progress in this setting.
- The manager and staff go above and beyond in order to support families. For example, they have set up a food bank to support families in need. They delivered meals and learning packs during the COVID-19 lockdown. Socially distanced events were organised to allow children and families to keep in touch and have support, if needed.
- Staff act as positive role models for the children. As a result of this, and the consistent routines and rules in place, children's behaviour is generally good. Where behaviour is not as expected, staff quickly reinforce the rules to children.
- All children, including those with additional needs and funding, make good progress. Staff are aware of how to refer to external agencies for any children who cause concern. Parents recognise the benefits of additional strategies put in place by the setting to support these children.

- Staff get to know the children well, and children settle very quickly in this setting. Moves between rooms are managed well and the staff have good links with the local school.
- The manager recognises the importance of developing children's knowledge of the world and uses additional funding well to support this. For example, puddle suits were purchased so children can access the outdoors in all weathers. In addition, the manager has links with other agencies, such as the local dentist. Staff have invited these people in to support children's learning in the setting.
- Books are shared with children and enhanced through the use of storysacks. However, on occasion, stories are not recognised as a valuable learning opportunity and are sometimes used as a holding activity.
- Staff demonstrate enjoyment in learning and engage in interactions with children, responding to what children say with enthusiasm. However, sometimes staff do not get down to the children's level and, therefore, miss opportunities to establish eye contact.
- The manager fully supports the staff in accessing any additional training that they want to attend. However, on some occasions, the manager is not aware of what is being taught in the rooms. This means that she does not always focus professional development around the weaker areas of staff's knowledge, such as the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe in this environment. All staff can describe the main types of abuse and their signs and symptoms. They know how they would report concerns and what they would do if they felt that these concerns had not been addressed appropriately. Staff are aware of their responsibilities if they have any concerns about other staff members. Most staff are aware of a wide range of safeguarding issues and can talk about these. For staff who are not aware, they know where to access the information. All staff take part in regular safeguarding training. They are able to talk about confidentiality and how this is maintained.

What does the setting need to do to improve?

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

- ensure that the manager and staff are clear about what they want children to learn and how each activity can support children's overall development and learning
- find ways to plan more exciting learning opportunities for pre-school children to benefit positively from reading and sharing stories, to further improve their language skills.

Setting details

Unique reference number	2558712
Local authority	Kirklees
Inspection number	10225991
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	50
Number of children on roll	65
Name of registered person	Taylor Kilkenny, Nicola
Registered person unique reference number	2558711
Telephone number	07388009042
Date of previous inspection	Not applicable

Information about this early years setting

Nik Nik's Bizzy Bees registered in 2019. The nursery employs 17 members of childcare staff, including the manager. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and for two weeks at Christmas. Sessions are from 7am until 5.30pm.

Information about this inspection

Inspector

Emma Murphy

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 the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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