

# Inspection of Bizzi Kids Nursery

51 Manor Road, TAUNTON, Somerset TA1 5BQ

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Inspection date: 21 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff greet children with a warm welcome, and children are happy and secure, which underpins their ability to thrive, learn and develop. Children who are unsettled on arrival are comforted immediately and soon settle well.

The environment is exciting, and children are highly motivated and eager to explore both inside and outside. For example, children enjoy making hot chocolates and ice creams in the sandpit, while younger children enjoy counting blocks and building towers.

Children are confident communicators, and they develop good speaking and listening skills. Staff use effective questioning techniques to help children extend their vocabulary and thinking skills, such as discussing with children what they enjoy doing at home and what they have done at the weekend.

Staff inspire children's enthusiasm for stories, songs and rhymes so they listen intently and engage. For example, staff make storyboards so the children can interact and will use songs and rhymes throughout daily routines.

Staff are positive role models and enjoy sitting with the children every lunchtime, promoting communication and language through small-group discussions. Children show enthusiasm and exceptional manners.

Parents are very positive about the nursery and their children's experiences. They are kept informed of their children's development through daily updates and have secure and trusting relationships with staff. During the COVID-19 pandemic, staff remained in contact with families and children through regular contact and providing children with toy bags to support children's home learning.

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

- The manager has embedded an ambitious curriculum intent throughout the setting, and this is implemented well by staff. All interactions with children are skilful and promote children's curiosity and thinking. Staff have secure knowledge of children's development and interests. Staff have good awareness of links in children's learning and development. For example, children take part in music and movement daily and use gross motor movements to build muscles that will support pre-writing skills.
- Children show consistent engagement in activities throughout the day. They concentrate well and are motivated to learn. Children choose what they would like to play with. For example, some children choose to play and build their own track, while others use their imaginations to build bunk beds with blocks. They

talk animatedly about what they are doing and discuss among the group what they have at home. Staff support and extend their conversations with open-ended questioning. This allows children the time to reflect and think about how they want to answer.

- Children's behaviour is exemplary. They have a very secure understanding as to why rules are in place and are highly confident in social situations. Younger children are in awe of the older children as they share and cooperate with each other consistently. For example, older children help the younger ones onto the bikes safely and say, 'There you go.' Staff show children high levels of respect and kindness and value their opinions and choices. Staff praise children highly for their kind behaviour.
- Staff plan and adapt activities for all children, including children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. For example, children are learning the colour blue, and the outcomes are adapted for the age and development stage of children. Managers ensure children have links with the wider community and enjoy walks and swimming every week to support children's water confidence. Staff teach children about other cultures to broaden their knowledge of the world. However, there is less emphasis on building children's secure understanding and appreciation of diversity.
- Staff work closely with outside agencies to support children with SEND and their individual needs. Staff collaborate regularly to identify any gaps in children's learning to support early intervention, ensuring all children make good progress. Staff place an emphasis on supporting children in their transition to school. For example, children are provided with opportunities to begin to recognise their name and explore letters and sounds.
- The manager supports staff well and ensures staff have opportunities to develop and update their professional knowledge. For example, staff had access to online learning during COVID-19 to ensure they could support children on their return. Staff feel valued and committed to their ongoing development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of their duty to protect children and report any concerns they may have about a child's well-being or a member of staff. The manager has good procedures for the safer recruitment of staff. The environment for children is safe and secure. For example, children climb safely, managing their own risks, up onto the slide and enjoy sliding down. The manager ensures that staff keep their safeguarding training up to date.

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

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

- provide more opportunities for children to develop their understanding and awareness of diversity among people and the wider world.

## Setting details

<b>Unique reference number</b>	142844
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10234223
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	10
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Lloyd, Helen Margaret
<b>Registered person unique reference number</b>	RP511945
<b>Telephone number</b>	01823 288556
<b>Date of previous inspection</b>	15 February 2017

## Information about this early years setting

Bizzi Kids Nursery registered in 1995. It operates from a ground floor annex of the owner's house in central Taunton, Somerset. The nursery is open each weekday from 8.30am to 5.30pm throughout the year, closing for one week at Christmas. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The owner/manager has a degree in psychology - child development. She employs two members of staff; both have a level 3 qualification in early years.

## Information about this inspection

### Inspector

Chelsea Woollard

## 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.
- In the manager's absence, a practitioner 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 spoke to several parents and children during the inspection and took account of their views.
- 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery
- A meeting was held between the inspector and management to discuss leadership.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities

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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