

Inspection of Beighton Bizzy Bee Family Childcare Centre

Off School Road, Beighton, Sheffield, South Yorkshire S20 1EG

Inspection date: 4 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and engaged in this warm and welcoming childcare centre. Babies and children make a positive start to their learning experiences. They develop strong bonds with the staff who care for them. Staff work closely with parents and carers to understand children's interests, needs and routines. They plan effectively overall to support all children, including those with special educational needs and/or disabilities (SEND), to make good progress. Children develop their curiosity and creativity. For example, they use magnifying glasses to investigate natural objects or create their own treasure maps. Children are well prepared for the next stage in their learning, including starting school.

Children feel safe and cared for by the friendly and engaging staff. They behave well. Children learn to follow instructions for activities, such as tidying up, washing their hands and playing games. Staff help children to make decisions about their play and learning. Children learn to keep themselves safe as, for example, they make obstacle courses for climbing and balancing on. The manager and her staff have high expectations for every child to gain the most from their time in the nursery. Parents thoroughly appreciate all that staff do to help their children learn. They welcomed the measures taken to keep children safe during the COVID-19 pandemic and the good communication which they receive.

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

- Staff plan activities which engage children and help them to make good progress overall in all aspects of their learning. For example, babies develop their hand control as they make colourful gold and silver firework prints with small objects and their hands. Children build on these skills to create detailed drawings of their home and family and begin to form letter shapes. However, occasionally, staff do not match tasks closely to children's capability and understanding to support the very best progress.
- The highly experienced manager and her senior team provide passionate and purposeful leadership. They establish high expectations through robust recruitment procedures and strong support for staff's further training and development. New initiatives, such as education programmes to strengthen children's communication and literacy skills, are carefully introduced. The impact on children's learning is closely monitored and reviewed.
- Staff strongly support children with SEND. They identify gaps in children's learning and development at an early stage. Staff work closely with other professionals, such as speech therapists, to plan for children's future learning. Staff make very good use of exciting resources, such as the sensory room, to help to meet children's emotional and development needs.
- Children's personal development is strongly promoted. They behave very well.

Staff are warm, caring and nurturing. They work closely with parents to establish clear routines for babies to play, eat and sleep. Babies soon grow in confidence and self-awareness. Children learn to be increasingly independent and decisive. For instance, young children make very good attempts to remove their own coats and hang them on their pegs. Children are polite and friendly, and learn to share and take turns.

- Staff place a high importance on the development of children's speaking and listening skills. Staff help babies and children to build their communication skills as they play. For instance, they talk gently and clearly to babies as they play and use sign language to support their understanding. Staff hold frequent discussions with children. They help children describe emotions, such as 'happy', 'angry' or 'sad, as they play games with photos and treasure baskets.
- Staff strongly promote children's love of books. They teach children a wide range of nursery rhymes, traditional tales and songs. Staff carefully choose books that develop children's interests and language experiences and support all areas of their learning. Children also enjoy the opportunity to share books at home through the centre's lending library.
- Staff encourage children's healthy lifestyle and well-being. Children learn to identify and understand the benefits of eating fruit and vegetables during friendly discussions with staff at snack and mealtimes. Staff help children to clean their teeth regularly and brush with care. Staff provide useful information and resources for parents to help children to eat healthily.
- Parents proudly recommend the centre. They feel that staff go the extra mile to support their children and ensure that they get any additional support they need. Parents welcome the frequent feedback which they receive about their children's successes.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead supports staff to ensure that their knowledge of safeguarding procedures is embedded and up to date. She makes sure that staff are well trained and that their knowledge is regularly reviewed. Staff have a strong understanding of how to care for children and keep them safe. They are very sensitive to any changes in children's emotions or behaviours that may suggest that there is a concern. Staff know how to record information which children may give and who to report to. They are vigilant and well trained in first-aid procedures.

What does the setting need to do to improve?

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

- support staff to match tasks consistently to children's capability and understanding, to help them to make the best progress.

Setting details

Unique reference number	EY281531
Local authority	Sheffield
Inspection number	10229327
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	65
Number of children on roll	137
Name of registered person	Beighton Bizzy Bee Playgroups Limited
Registered person unique reference number	RP524020
Telephone number	0114 2510583
Date of previous inspection	14 February 2017

Information about this early years setting

Beighton Bizzy Bee Family Childcare Centre registered in 2004 and is located in Sheffield. The centre employs 25 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, one holds level 4, 19 hold level 3 and two hold early years teacher status. The centre opens all year round from 7.30am until 6.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

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 early years foundation stage coordinator and the inspector conducted a joint observation of children's activities.
- The inspector conducted a learning walk with the early years foundation stage coordinator to review children's learning experiences.
- The inspector held discussions with members of staff throughout the nursery.
- The inspector discussed the management and organisation of the nursery with the manager. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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