

# Inspection of Busy Kids

Busy Kids, The Leaze, Bromham, Chippenham, Wiltshire SN15 2EY

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Inspection date:

23 March 2023

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

All children are happy and confident when entering the setting. They are welcomed by staff into a safe and secure environment. Children have close relationships with their key person and show they are happy and feel secure.

Children show they are motivated to learn and have good self-esteem. Staff form strong attachments with the babies as they interact and engage babies in play. For example, staff model how to roll as they play with the cotton wool and tools. Older children develop an understanding of mathematical skills as they count and recognise numbers during play. Staff interact well with older children. However, younger children do not always receive the same quality interactions. Noise levels are sometimes high and staff become distracted.

Older children enjoy the range of creative opportunities on offer. They freely explore sand and drawing. Staff teach children to hold scissors correctly to cut resources to add to their creations. Children are independent about what they make and create. Toddlers take part in physical play as they climb the stairs of the slide. Babies explore the outside space and develop their physical skills as they use the ride on bicycles and tricycles outside. Children thoroughly enjoy the outdoors. Older children have daily access to a large woodland area which the children enjoy exploring. For example, they make dens with their friends, dig for insects and make clay models as they play.

Staff do not always fully understand how to plan the curriculum effectively for younger children. For example, they do not understand why they have set up activities, therefore they are not focused on what the younger children need to learn or why. This has an impact on children's concentration and learning as they lose interest and flick between activities.

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

- Children's learning opportunities are not well planned. Staff complete activities with children but these do not have a clear focus on what they want children to learn next. As a result, children do not make as much progress as possible.
- Staff provide children with healthy and nutritious meals and snacks. These are adapted to meet children's individual dietary needs. Children routinely learn about the importance of good hygiene routines. For example, children get a tissue to wipe their own noses and follow the routine of washing their hands before they eat and after using the toilet.
- Children chat confidently with their friends and staff throughout the day. Staff model conversation skills well, giving children time to think and respond. They introduce new words to children and explain their meaning to extend children's

vocabulary.

- Staff have built strong relationships with children and their parents. They know the children well. For example, babies watch their key person as they move around the room. Older children talk to their peers and staff about their family life. Parents say they are kept well informed about what is happening at the setting and are happy with the service provided.
- Staff encourage children to share and take turns with each other. Children show compassion and care towards their younger friends.
- Staff successfully support and develop children's physical skills and emotional well-being. Children regularly take part in activities and play outdoors.
- Staff work well with outside agencies, such as, health professionals, to support children with special educational needs and/or disabilities (SEND). They consider children's needs and abilities when preparing the resources and activities to ensure that they are fully inclusive for children with SEND.
- Children have limited access to reading books to support their early literacy skills. Staff provide opportunities for older children to recognise and write their own names. However, staff do not provide enough opportunities for children to develop a love of books as they do not create the right environment for children to listen attentively and enjoy stories without distraction.
- Children are confident and show they know the routine well. For instance, children help pack away the toys and know the routine of the setting.
- Although the manager completes supervision sessions with staff, the arrangements for ongoing support for staff is not good enough. This means that staff do not receive consistent support to improve the quality of their interaction with all children and address gaps in the delivery of the curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that may show a child is at risk and can confidently discuss local safeguarding procedures and the steps to take should concern for a child's well-being arise. The manager implements robust recruitment procedures to ensure appropriate checks are completed to determine employee's suitability. Staff are deployed well to safely supervise children and enable them to play in a safe and secure environment. Staff teach children to manage risk for themselves. For example, children know how to safely use climbing equipment, such as tyres and balancing beams.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve the support, training and coaching in place for staff, to raise their understanding of how to meet children's learning needs	04/05/2023
review staff's understanding of the curriculum so they have a sharp focus on what they intend for children to learn during focused activities.	04/05/2023

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

- extend opportunities for children to enjoy books and story time to support their early literacy skills.

## Setting details

<b>Unique reference number</b>	EY291747
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10279772
<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 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Busy Kids@Bromham Committee
<b>Registered person unique reference number</b>	RP520496
<b>Telephone number</b>	01380 859389
<b>Date of previous inspection</b>	6 September 2017

## Information about this early years setting

Busy Kids registered in 2005. It is situated in Bromham, Wiltshire. The nursery is open Monday to Friday, from 8am to 6pm during term time, and Monday to Friday, from 8am to 5pm during school holidays. The nursery is closed for bank holidays and two weeks over Christmas. The nursery employs 12 members of childcare staff. Of these, six hold a qualification at level 3 and two hold a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Cook

## 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 leaders and has taken that into account in their evaluation of the provider.
- The inspector observed staff interactions with the children, indoors and outdoors, to assess the impact this has on children's development.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a learning walk across all areas of the setting and outside play areas to understand how the provision is organised.
- The inspector carried out a joint observation with the manager to assess teaching standards.

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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