

Inspection of Busy Kids

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

Inspection date: 9 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this welcoming nursery environment. Caring and nurturing staff put children at the centre of all they do to ensure they settle well. Babies who have only recently started are very well settled. Staff know the children and families well and create good bonds with them. For example, children enjoy cuddles with staff when they need reassurance, and staff use what they know about children to ensure their needs are met. Children are confident, well settled and have high levels of self-esteem.

Leaders and staff have worked hard since the last inspection to develop and deliver a meaningful curriculum that focuses on what they want children to learn. This term, for example, the focus is on settling children into their new environment and looking after their bodies. Children learn about healthy eating. Staff create exciting activities for children that incorporate their interests and link to their learning aims. For example, staff use children's interests in dinosaurs and sensory play to entice them to learn about different fruits and vegetables. Children feed the dinosaurs, and staff skilfully begin conversations about different fruits and vegetables, asking children if they can find them in the sand.

Leaders and staff work closely with external agencies to seek support and advice for children who need extra support. Staff monitor children's learning closely, and when they identify any gaps, they use the knowledge they already have to support children. They make timely referrals and liaise with parents to ensure children receive the support they need to help them make the best possible progress.

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

- Leaders and the committee work together to help support staff to fulfil their roles and provide good-quality care for children. Staff have benefited from the training and support that outside agencies have provided to strengthen their practice since the last inspection. They have used this knowledge to adapt their teaching style to provide the best learning environment for the children. The committee has also made changes to the leadership team to help ensure that staff receive good support. Staff are valued and provide a safe and secure learning environment for children.
- Staff instil the importance of independent personal hygiene routines for children from a young age. They talk to children during their care giving routines. For example, they discuss with older children about the importance of washing their hands to get rid of germs. Many older children confidently tend to their own personal care needs and wash their hands independently after garden play. However, on occasion, staff do not ensure they always encourage children to engage in positive hygiene routines. Some younger children eat lunch with runny

noses and go for a sleep with dirty hands and faces. Children do not consistently learn about their own personal hygiene and how to keep themselves clean.

- Staff support and model children's communication and interactions well. They use simple, age-appropriate language with babies to support their understanding and develop their early language skills. Toddlers begin to communicate their needs with staff. Older children engage in conversations with staff and their friends. Staff foster children's love of books when they read younger children lift-the-flap books. Older children listen intently as staff excitedly read them a story linked to their topic of healthy eating. Staff ask questions to keep children engaged and encourage them to recall what they already know. Children learn the importance of communication and literacy from a young age.
- Children mostly behave well. Older children offer support to their friends by holding their hands and offering words of encouragement when completing an obstacle course in the garden. Younger children play well together and are respectful of babies in their space. However, at times, when younger children display unwanted behaviour, staff do not use consistent strategies to manage this effectively. For example, when children throw the ball instead of rolling it during indoor play, staff remind children not to throw indoors; when children throw the ball again, staff do not reinforce the rules. Staff do not always provide children with clear boundaries, meaning they do not always know what is expected of them.
- Parent partnerships are good. Staff communicate with parents daily. They share photos via an online source and offer termly parent evenings to discuss the children's learning and development. Parents say their children love attending the nursery. They comment that children are making good progress and that staff are friendly and approachable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge of safeguarding and the importance of their role to keep children safe. They are aware of the signs and symptoms that may indicate that a child is at risk and understand the procedures to follow if they need to report a concern. Staff know the process to follow should they have concerns about a member of staff's practice. They are aware of how to escalate any concerns to external agencies if required. Leaders and staff provide children with a safe and secure learning environment.

What does the setting need to do to improve?

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

- consistently support children to follow positive personal hygiene routines
- implement consistent boundaries and strategies for younger children to help

them understand the expectations for behaviour so they learn the impact their actions may have on others.

Setting details

Unique reference number	EY291747
Local authority	Wiltshire
Inspection number	10290494
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 7
Total number of places	30
Number of children on roll	29
Name of registered person	Busy Kids@Bromham Committee
Registered person unique reference number	RP520496
Telephone number	01380 859389
Date of previous inspection	23 March 2023

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 14 members of childcare staff. Of these, one holds qualified teacher status and 10 hold a relevant early years qualification at levels 2 and 3. Three staff are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation during snack time.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with members of the committee about the leadership and management of the setting.

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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