



Bizzy Tots Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY318307
Inspection date	19 September 2006
Inspector	Sheila Dawn Flounders
Setting Address	Cranford House, 44 Clifton Road, Rugby, Warwickshire, CV21 3QF
Telephone number	01788 576451
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Registered person	Bizzy Tots Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bizzy Tots Day Nursery is one of four settings run by Bizzy Tots Day Nursery Ltd. It opened in 2006 and operates from four rooms on the ground and first floor of a converted town house, with associated facilities. It is situated close to the town centre of Rugby, Warwickshire. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday, except bank holidays, from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from three months to under five years on roll. Of these, 1 child receives funding for early education. Children come from a wide catchment area, as parents travel in to work in or around the town or live in the area.

The nursery employs seven members of staff. All of these, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have regular opportunities for physical play, the older children going out into the garden whilst the babies have space for physical play in their rooms and sometimes bring equipment, such as the cars or a small slide inside. They have room to practise their emergent crawling, standing and walking with a cushioned area for the very youngest. Outside children can access the slide, run around on the grass or paved areas, enjoy pushing the cars around with their feet and access a variety of games, for example skittles. Older children have activities such as sand, water and chalk available in the garden at times and spend parts of the session outside each day, when the weather is suitable. They have good access to fresh air and exercise, which enables them to learn about healthy living. Although the babies do have the windows open to let some fresh air in, they do not spend much time outside or do many activities there.

Older children understand simple good health and hygiene practices as they are encouraged to wipe their own hands and faces after eating, with individual flannels, whilst staff assist the babies. Pre-school children are aware of the need to wash their hands and encouraged to do so independently after messy play, toileting and before eating. The use of liquid soap and paper towels at these times helps children to stay healthy, along with the robust nappy changing procedures for the babies and the regular cleaning routines for all areas of the nursery. The comprehensive policies and procedures around illness and medication ensure that parents are informed that children do not attend the nursery when they are ill and that they inform staff of what is wrong, which helps to protect all the others from infection.

Younger children generally rest and sleep according to their need, with the nursery finding out their routines from parents before they attend. They are particularly vigilant about getting full details for the younger babies so that individual routines are maintained, with updated information exchanged either through their daily diaries or discussion with parents when the baby is brought to nursery. However, on occasion older children are encouraged to fit in with routines rather than their individual need, for example, having to sit through lunch before having a sleep when obviously very tired and distressed. All meals and snacks are prepared on the premises following a five weekly healthy menu which ensures that all children are well nourished. Parents provide prepared bottles for the babies and they have pureed nursery food, although staff are not always vigilant in maintaining hygiene standards when feeding the younger babies. Older children have access to drinks within their base rooms and always with meals and snacks so that they are well hydrated. All of the children have their health and dietary needs met because the nursery works with parents to ascertain exactly what this are, the cook checks for any allergies each morning and babies are only introduced to foods at nursery that they have already tried successfully at home.

The physical development of funded children is satisfactory. They move around the rooms and the outdoor area confidently and in safety, being able to negotiate pathways around each other

and find a space, for example to sit down in. They handle apparatus such as skittles and balls appropriately, being careful not to roll them in each others way. They have some opportunities to practise control over their larger movements when using the slide and have built an assault course in the past. Children are aware of health issues, for example, being reluctant to put a 'baby' down on the floor in case it was dirty. They join in enthusiastically in physical play. Children use a wide range of small equipment, tools and materials such as chalk, paintbrushes, construction and dough with increasing control, for example persevering until they could manage to roll the ring outside.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, secure and mainly safe environment where they have had no major accidents, those they do have are consistent with their ages and stage of development, correctly recorded and shared with parents. Sufficient staff are trained in first aid for children and apply appropriate treatment when necessary. All of the children use only suitable and safe equipment, which is chosen by the staff as appropriate for their ages, for example the babies use highchairs with full harnesses, whilst the toddlers and pre-school children sit on low chairs at tables. The premises is securely maintained with two locked doors and a camera to monitor the entrance so that unauthorised access cannot be gained to compromise children's safety. Safety is a priority within the nursery with gates sited to prevent children accessing some areas unsupervised and a procedure in place for using the stairs, so that parents only carry their baby up to the first floor and staff carry all their belongings later. Babies are frequently monitored when they are asleep, with their sleep room adjacent to the baby base room so that they can easily be heard. Suitable measures are in place to protect children from identified hazards, with risk assessments maintained on the premises and safety equipment, such as a fire extinguishers and first aid kit, on each floor. However in the outdoor area some of the plants and the maintenance of the fencing need attention and the large slide is not secured to the ground, which could result in children having accidents.

Children are not currently transported on outings and suitable procedures are in place to keep children safe on local walks or trips to nearby parks. Children learn to protect themselves through regular practising of the emergency evacuation drill, which takes place at different times and days to ensure that all staff and children take part and thus know what to do. They also routinely use hats and cream in the hot weather to ensure children are protected from the effects of the sun. Children are protected further because the staff understand their role in safeguarding children and know what procedures to put in place if necessary. Young children are however being put at risk because there are occasions when they are left in the charge of a member of staff whose current clearance checks are incomplete.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop confidence and self-esteem as they are encouraged to self select resources as soon as they are mobile and staff always ensure that there are a range of toys within reach of the non-mobile babies. Babies are comfortable in approaching the staff for support, for

example when they want to look at a book or to help put their aprons on for painting and staff encourage independence in the older children, whilst always being available if they need assistance with an activity. Children are interested in what they do and become absorbed in their activities. The very youngest children for example, delight in looking in the large mirror and persist with pressing down the lids of the pop up blocks and then making them open again. The more mobile babies play in the sand pit inside, are given a choice about whether they want to paint or not and enjoy kicking a ball around in the garden. The older children explore with water play in the garden, enjoy a wide range of creative activities and freely explore books. At these times the toddlers often join with the pre-school children which provides them with a greater range of activities and increased challenge for the more able.

During all activities children interact well with the staff and each other, so that discussions take place about what they are doing, staff listen to what the children say or observe what they are trying to do and follow what interests them. For example moving things out of the way so a young baby could get nearer to the soft area, or talking in detail with older children about what they might build with the mobilo. Children are able to use their initiative and imagination about how they develop their play as staff let them try things for themselves before seeing if they need help or suggesting another way to do something. All of the children acquire new knowledge and skills constantly through their explorations of the resources around them, through their interactions and because the staff know how to support them in their learning. The younger children however, have less opportunities for this to take place outside. They are all provided with challenge, to which they respond positively as staff plan activities which take account of their individual learning needs, using the 'Birth to three matters' framework for the younger children, whilst the foundation stage is followed for older children and for some of the more able rising three's. Therefore overall children's language, thinking, imagination and social relationships are well-fostered.

The teaching and learning of funded nursery education is satisfactory. Children are well motivated, eager to learn and listen with interest when they are told what activities will be available each day. They are able to concentrate for extended periods, for example to develop the models made with the mobilo from looking at the diagrams or to listen to favourite stories like 'The tiger who came to tea'. They are sensitive to each other, showing concern for a younger child who was distressed and understanding when someone else has the first turn in an activity. They are encouraged towards personal independence, for example they are asked to try and put their own shoes on, manage their own personal hygiene and are easily able to self-select resources. They communicate well, making reasonable suggestions, for example suggesting another child might need a spanner when using construction and discuss with staff what they know about in the books they look at together. They see a wide range of print, both in books and labelling and are able to recognise some letters and their own names. Those who currently receive funding are able to hold tools correctly, such as chalks and crayons, and practise their pre-writing skills when making marks in the sand or during free painting and drawing activities.

Funded children use mathematical ideas throughout their play, they look at who has the biggest feet when making footprints, make patterns in the sand with the wheels of a truck and study a picture to work out how to copy the shapes when putting construction together. They count everyday objects such as pencils, using correct number names and are introduced to early addition and subtraction using number rhymes. The children have opportunities to explore and

investigate using their senses, such as finding objects hidden in various mediums like shaving foam or popcorn. They experience nature, for example, by planting bulbs or making bird feeders ready for the winter. They want to know how the compact disc player works showing their curiosity and ask lots of questions of adults about how and why things work. Children talk about their homes and families and also look at a variety of festivals from other cultures during the year. They access a wide range of creative materials, doing some unusual activities, for example painting with a toothbrush or splatter painting on large polystyrene blocks. They frequently use musical instruments, which enables them to express their ideas. They engage in regular role play situations showing imagination to change the use of objects, for example using a dolls pushchair to represent a garden strimmer, moving it sideways to 'cut the grass'.

The staff working mainly with the funded children have sound knowledge of the foundation stage curriculum. They take time to get to know the children through excellent interaction, so that children's starting points are established. Suitable planning is in place, which contains most necessary elements although it does not clearly show how the planned activities link to the identified learning objectives for the week or consistently how differentiation is included for the more or less able children. Teaching mainly takes place in very small groups, due to the numbers of children, with lots of individual interaction between. Adult support is always available during child-led or free play activities with the planning ensuring that the adult-led or adult initiated activities cover all areas of learning. Staff use their time and resources flexible, so that they are easily able to respond to changes to the planned routines or to follow something that particularly interests the children. They keep sufficient dated and annotated examples of children's work during term time to link in with updating of the children's individual records, which show that funded children are making progress. Although the evaluation of activities and making regular observations to inform future planning is not yet routine.

Helping children make a positive contribution

The provision is satisfactory.

Most children have their individual needs met adequately, including those whom parents or staff identify as having learning disabilities and the nursery liaises with other professionals when necessary. Younger babies are fed and changed according to their own routines; whilst older babies tend to eat together and nappy runs are done at certain times, such as when getting the children ready for a sleep so that they are comfortable, with additional changing taking place when required. Staff are aware of individual differences, for example when babies have comforters or that some prefer to keep using a bottle when others use a cup and the keyworker system enables parents to inform the nursery when changes take place. This helps all children to have a sense of belonging in the setting. They also all have their own coat peg and their creative work is displayed all around so that parents can see it when taking children to their base rooms. Written information is exchanged for babies and discussions take place at home time for older children, whilst all parents are encouraged to attend open events to talk about what their children have been doing. Parents are able to access all of the nurseries policies and procedures, which includes a complaints procedure, although there is not a consistent system in place to record any issues raised and any action taken by the nursery to resolve them.

The children get on well together, with mixed age groupings early and late in the day giving them chance to interact with others. The older children are aware of the basic rules and routines of the setting, knowing for example that they must put an apron on before water play and respond positively if gentle reminders are given. Younger children have any behaviour incidents dealt with consistently by the staff, in a calm manner so that they begin to distinguish between right and wrong. All staff handle behaviour incidents in a positive way, acting as role models for the children and offering them frequent praise when they behave well or achieve something, as a result behaviour is generally good throughout the nursery. Children of all ages make choices and decisions for themselves on a daily basis, ranging from whether to eat their lunch, to what areas of the room and what activities they will engage in. All of the resources for that session are kept at child height and the older children are easily able to self-select additional items from the low level storage units.

They are all aware of their own needs and are usually able to make these known to staff, even the youngest demonstrate determination to get where or what they want, although at times some of the nursery routines interrupt their flow of activities. Children develop self-esteem and respect for others because the staff value their individuality and make each child feel special. The babies have lots of cuddles and sit on staff knees to read stories. The older children are in very small groups and have lots of quality interaction with members of staff. All of the children receive appropriate support because the setting works closely with parents to ensure that information necessary for their care is exchanged on a daily basis. All of the staff hold relevant childcare qualifications and know how to introduce new activities thus enabling the children to enjoy activities which aid their development. Children become aware of wider society as they access a sufficient range of resources and role models throughout the nursery which provide positive images of ethnicity, culture, gender and disability. Thus the spiritual, moral, social and cultural development of children in receipt of funded nursery education is also fostered.

The partnership with parents of those children who are in receipt of funded nursery education is good. They receive detailed information about the foundation stage curriculum when their child moves into this age group. They can always see the current planning, which is on the wall and look at the displays that show work in all areas of learning around the room. The information about each child's achievements and progress is updated monthly in term time, with parents able to access this information at any time and staff available to discuss any questions they have. More formal meetings are also arranged. Parents are asked to supply detailed information about their child as they begin funded sessions, giving them opportunities to share what they know about their child and their ability. They are involved in their child's learning through having information about the next topic in advance, opportunities to contribute to various displays within the learning areas and by attending events such as the Christmas concert to demonstrate their support.

Organisation

The organisation is satisfactory.

The nursery has suitable systems in place to vet all of their new staff, however, they have not always waited for these to be completed before allowing some staff to work unsupervised. All

of the staff hold suitable childcare qualifications and new starters complete a period of induction, although this does not ensure that procedures for safeguarding children are covered within the first week of employment. The nursery is organised so that staff members have differing areas of responsibility, which is linked into their training for the year. All staff access some training, attend regular staff meetings, have annual appraisals once their induction period is over and are expected to keep updated about changes in policies and procedures.

Staff mainly make good use of the space within their individual base rooms and use their time constructively, ensuring that there is a balance between necessary routines and opportunities for free play or planned activities. The staff have due regard for the well-being of the children in their care, although at times they lack the confidence to override routines. All necessary policies and procedures are in place, with paperwork accurately maintained and stored appropriately. The provision meets the needs of the range of children for whom it provides.

The leadership and management of funded nursery education is satisfactory. The nursery manager and registered person both spend time with the funded children and keep an overview of the provision alongside their other nurseries. They are supportive of staff attending relevant training and work with the advisory teacher to make suggested improvements across the learning environment. They have identified some areas for improvement in their provision, which they are obtaining resources to rectify. There are some systems in place to monitor and evaluate the provision of the nursery education and the registered person is aware of the impact that recent staff changes have had. They meet regularly with the staff group to discuss issues and show a strong commitment to improve.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide a system to record parental complaints and any actions taken to resolve them
- ensure that babies have more regular opportunities to be active outside
- ensure that staff induction includes the child protection policies and procedures in their first week of employment
- safeguard children in the outdoor area through regular maintenance of the equipment, fencing and shrubs
- make certain that staff whose vetting process is incomplete are not left alone with children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend planning to show adaptation for more or less able children and consistent evaluation of activities
- demonstrate how the planned activities link with the declared learning intentions, so that children's achievements can be clearly seen.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk