

Bizzi-Kids

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bizzi Kids is a small, privately owned nursery. It opened in 1995 and operates from a ground floor annex of the owner's house. Children have access to a secure, enclosed, outdoor play area. The nursery is located in a residential road in Taunton, near Musgrove Park Hospital, within walking distance of local amenities. The nursery is open each weekday from 8.30am to 5.30pm throughout the year, closing for one week at Christmas.

The nursery is registered on the Early Years Register. A maximum of 10 children may attend the nursery at any one time. The nursery is registered to provide places for children aged between one and five years of age, and accepts children from the age of 18 months. There are currently 25 children on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and children who speak English as an additional language.

Two full time members of staff work with the children, holding a degree in psychology - child development, and a level 3 childcare qualification. They are supported by two members of staff who cover holidays and sickness. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent use is made of the environment, time, resources and documentation, to meet children's welfare and learning requirements. Staff's awareness of children's individual needs is the strength of the setting, and enables each child to meet their full potential. Very effective partnerships ensure that any additional needs are met. Consequently, children make excellent progress, considering their starting points, ages and abilities. Children remain safe and secure through vigilant supervision and highly effective procedures. Constant self-evaluation supports staff in identifying ongoing development and demonstrates their commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- making the policies and procedures more accessible to parents
- extending the current format of recording observations of children's progress, to provide evidence of each area of learning to share with parents

The effectiveness of leadership and management of the early years provision

An excellent range of policies and procedures are highly effectively implemented to safeguard children. For example, staff receive training prior to administering any specialist medication. Regular safety inspections are carried out and any necessary action is taken to minimise hazards as quickly as possible. Thorough risk assessments and daily checks of equipment ensure that children remain safe in all areas of the provision. All required documentation, with regard to medication and accidents, is in place. Children's registration forms are well organised and include emergency contact information, and parental consent to seek emergency advice or treatment. The staff have had recent first aid and child protection training. They have a thorough understanding of signs and symptoms of child abuse, and the procedures to follow in the event of a concern. Stringent procedures are in place to keep children safe off the premises. This includes the children wearing wristbands with the nursery details on.

The excellent deployment of staff and all resources, contributes significantly to children's welfare and learning. The two full-time staff work very closely, and are clear about their roles and responsibilities. They use personal experiences to gain ideas, gather resources and information, and use this to enhance outcomes for children, for example while taking their own family to a farm. Staff have been trained by a speech and language therapist to ensure they are up to date with the best techniques to use. There is a high commitment to the promotion of equality, and the recognition of each child and their family as individuals. Staff work very closely with parents to ensure that children with special educational needs receive high levels of support, to enable them to be fully included in the provision.

Parents are supported in accessing information and support from the local authority. Parents receive good information on the provision, and daily verbal and written feedback on their child's development. They are kept informed about all aspects of the provision and any changes. However, written copies of the policies and procedures are only available if they request them. Excellent links with the local schools, and any provider sharing care with the nursery, ensures a smooth transition for children and consistent learning opportunities for each child. Staff take daily photographs of the children engaging in the activities, and put them on to the television so that parents and children can see them.

Regular self-evaluation and systems to monitor the provision ensure continuous improvement. Parents receive an annual questionnaire and have regular opportunities to provide feedback. The nursery was not set any recommendations at their previous inspection. However, they have continued to evaluate their own provision, identify priorities for improvement and the impact on children. For example, they have purchased more technology equipment to extend children's confidence in using it, such as printing their own pictures. Their music collection has been increased to include cultural and different styles of music.

The quality and standards of the early years provision and outcomes for children

The staff continually observe the children's progress and use the assessment of those observations to ensure planning meets each child's individual needs. They feed back to parents on a regular basis, both verbally and in writing. The written observations mainly focus on communication, language and literacy, and problem solving, reasoning and numeracy. However, because this is a small group the staff know the children extremely well and are able to plan for their development in all areas. Children are encouraged to be involved in the planning and confidently make their own suggestions. Skilful interaction extends children's learning as they are encouraged to question, predict and prove through first-hand experiences. Consequently, they are confident to attempt new ideas and skills, in a safe environment.

Excellent access to resources enables children to be independent learners. Staff expand children's learning through their play, by providing additional ideas or resources. For example, children singing rhymes from a book use finger puppets as props. This is extended by the provision of a theatre and puppets. Children then make up their own story, developing their imagination, creativity and language. Excellent use is made of the garden and the local community. Children visit a college to take part in activities provided by the students. Each week they hire the local pool to go swimming, and regularly use the library and theatre. Exceptionally good use is made of impromptu situations. For example, staff find bulbs in the shed, the children notice the roots and that it has started to grow. Staff ask what else the bulbs need and the children plant the bulbs in compost, and water them before putting them in the mini greenhouse. They then monitor their growth.

Each child is extremely well supported, and given extensive opportunities to achieve and enjoy their time at the setting. Children are proud of their achievements and are motivated to remain at activities until they have completed them to their own satisfaction. Older and more able children write their names, forming recognisable letters. Children build excellent relationships, they are polite and well mannered. Children help to tidy up and take care of the environment. They are encouraged to listen to each other and show respect for other people's ideas. Children are confident communicators. For example, one child explains how the Caterpillar is now in its cocoon and will soon become a butterfly. Fiction and non-fiction books are very effectively used to support children's understanding of this process. Children use numbers and mathematical language in their play and daily routines. For example, two children threading beads onto a string discuss who has the longest. They then count the beads before measuring them to find out.

The nursery has received a healthy eating award and provide home-cooked meals, this is enhanced by the children growing their own vegetables. Drinks are available for the children to help themselves to, both inside and out. They learn about the effects of the weather on their body and dress appropriately. Children have an excellent awareness of the need to wash their hands before eating and after using the toilet, to prevent germs spreading. They each have their own towels to prevent

cross contamination. Children develop an exemplary awareness of keeping themselves safe. For example, they hold tight when on the swing and look out for others. Topics on road safety are reinforced on the regular organised outings. They learn about water safety at the beach, the pool and frozen ponds.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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