

# Bizzi-Kids

51 Manor Road, Taunton, Somerset, TA1 5BQ

<b>Inspection date</b>	27/05/2014
Previous inspection date	18/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, settled and engaged in their learning within a small, friendly and welcoming learning environment.
- Teaching is of a high standard, especially in supporting children's communication and language skills and helping them prepare for their move to school.
- Partnership working at all levels is strong to enable staff to meet children's individual needs effectively.
- The staff team are committed to improvement through self-evaluation and professional development.

### It is not yet outstanding because

- Staff do not always use mealtimes effectively to promote children's independent skills.
- Although staff gently remind children how to keep safe, staff do not consistently describe the possible consequences of children's actions to develop their understanding further.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector observed staff's interactions with the children.
- The inspector and owner/manager completed a joint observation.
- The inspector talked to children, staff and parents at convenient times during the inspection.
- The inspector sampled a range of documentation including self-evaluation, online learning diaries, risk assessments and safeguarding procedures.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Bizzi Kids is a small, privately owned nursery, which opened in 1995. It operates from a ground floor annex of the owner's house in central Taunton, Somerset. Children have access to a playroom and toilet facilities. There is a garden for outdoor play. The household care for a small dog.

The nursery is registered on the Early Years Register. The nursery is open each weekday from 8.30am to 5.30pm throughout the year, closing for one week at Christmas. There are currently 22 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old. The nursery supports children with special educational needs and/or disabilities. The owner/manager has a degree in psychology - child development. She employs two members of staff who have an early years qualification: one of them at level 3 and the other one at level 5.

### What the setting needs to do to improve further

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

- develop further the use of mealtimes to encourage children's independent skills
  
- support children further to understand the consequences of their actions to keep themselves safe.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The structure of the day encourages children to achieve well and make good progress from their starting points. For example, there is a good range of focused activities, opportunities to play and learn together and for children to receive individual support. Staff plan specifically for each child, incorporating their interests and next steps effectively. There are rigorous assessment arrangements to enable staff to track children's progress accurately. This includes the requirement to complete a progress check at age two. Staff involve children in their learning, such as asking for their views on topics and what activities and visits they would like to include. Parents provide clear information on children's interests and starting points during settling in visits so that staff can use this information productively to plan initial activities. Parents are fully involved in children's learning, providing regular feedback to staff on children's achievements at home.

Staff consolidate children's learning well as they revisit familiar stories and experiences to

extend children's learning. For example, staff retell a section of a story and remind children of their observations of caterpillars and butterflies before extending the activity. Children use language well to offer their views, such as 'I like strawberries'. Children fix circles together to make a caterpillar, listening to and following instructions well. Staff model language well, helping children to point to each circle as they count. Staff make accurate observations and evaluate the activity in order to make improvements. For example, staff identify the importance of supporting younger children's understanding by providing visual props of the different stages of a caterpillars' development to focus children's attention.

Children confidently explore the environment, making choices about their play. For example, children enjoy pushing and pulling the various vehicles along the road and are mindful of others. Children show good understanding of road safety, explaining that they need to stop at the traffic lights to let the people cross. Children confidently access additional resources to extend their play. Staff are respectful of children's play. For example, when it is time for snack staff acknowledge that children have not finished with the cars and track, and explain that they will move it to the side of the room so that they can play with it later.

Staff interact with the children well, introducing new vocabulary and encouraging children's imagination as they develop stories. For example, while playing outside, children engage in a train journey and describe to staff where they are visiting and who they may see, such as penguins at the zoo. Staff extend children's learning, encouraging them to make the different sounds of the animals and to move in different ways.

There are good opportunities to prepare older children for their move to school. For example, children sit together for a short time talking about the date and the weather. Older children make good attempts to predict the date suggesting that it is the 26th. Staff are respectful and encourage children to have another go by explaining that it was the 26th yesterday, modelling mathematical language well. Staff praise children for their achievements as they correctly identify the date. Children's communication skills are encouraged as children gain the confidence to share items brought from home. This is an inclusive activity as all children are encouraged to participate whether they have bought anything from home or not. Staff question children well so that they develop their vocabulary and extend their sentences.

### **The contribution of the early years provision to the well-being of children**

Children happily enter the nursery and are keen to access a good range of high-quality toys and resources. Staff take time to get to know the children and develop positive and caring relationships. Children are consistently reassured. For example, knowing that some children do not like to be messy, staff acknowledge why children become troubled and encourage them to think of a solution, such as washing their hands or emptying their shoes of sand. Children have a strong sense of belonging as staff know them well, developing their interests and celebrating their achievements.

There are generally good opportunities for children to gain independent skills. In particular, children are very good at finding their coats, putting them on and fastening them on their own as they prepare to play outside. This helps children prepare for their move to school and future learning. Parents value the advice staff provide them and use similar strategies at home. However, staff do not always encourage children to prepare their own snacks, serve themselves, pour their own drinks or lay the table for lunch to develop these skills further.

Children are becoming increasingly more aware of hygienic practices as staff are good role models. Children know the importance of washing their hands before they eat and dry them on individual flannels. Children have good opportunities to learn about healthy eating. They are encouraged to grow their own fruit and vegetables and sample these in the homemade meals provided by the nursery. Staff have good knowledge of children's special dietary requirements and ensure that snacks and meals meet children's individual needs, such as the provision of a vegetarian option.

Children behave well. Staff consistently occupy them in stimulating activities and children are aware of expectations and boundaries. Children enjoy playing together and staff support them well to share and take turns. Staff are good role models. For example, when children ask where a member of staff's spade is, she explains that because another child did not have a spade she has shared it. Children work collaboratively to build sand castles and show respect by not knocking their friends' castles down without permission. Staff provide children with gentle reminders to help them keep themselves safe, such as not running on the bricks. However, they do not always follow this up with an explanation as to why and the possible consequence. For example, when children put knives in their mouths they are reminded to remove them but staff do not tell them that they could possibly injure themselves to support their understanding of safety further. Children participate regularly in fire drills and engage in games, such as 'stop, drop, roll' to encourage their understanding of how to keep themselves safe.

Children have good opportunities to be outside and active whether they are playing in the garden, visiting the park or swimming. Staff protect children well on outings as they take appropriate equipment and thoroughly risk assess the venue. Staff clearly explain expectations to the children so that they learn about safety. For example, children wear wristbands with the nursery's mobile number displayed in case they become lost. Pictures on the wristband remind children of the procedure for crossing the road, such as stop, look and listen for traffic.

### **The effectiveness of the leadership and management of the early years provision**

Staff have good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and implement their policies and procedures effectively. Children are cared for in a safe and secure environment that is thoroughly risk assessed. This includes good procedures to protect children from the household's pet dog who has minimal access to the children. Staff are vigilant and adapt the premises to maintain

children's safety. For example, the owner/manager regularly reviews accident records and discusses with staff how to minimise risk, such as adding bumpers to wall edges to prevent injury. Staff provide good information to parents regarding their children's accidents, as there is a detailed record, which is shared with them at collection. Staff closely supervise children, especially on outings, to ensure they remain safe and are clear on expectations. Staff routinely maintain ratios so that all children are well supported and their needs are met. This includes regular visits within the local environment where high ratios are consistently applied, especially when swimming. All staff have good understanding of their responsibilities to report any concerns about a child in their care. They have good knowledge of procedures and strong links with key agencies to safeguard children. Safeguarding knowledge is included in robust induction arrangements. All staff are fully vetted and receive appropriate supervision and ongoing appraisals to enable suitable staff to work directly with children.

Well-qualified and enthusiastic staff have good knowledge of the learning and development requirements of the Early Years Foundation Stage. There are good procedures to observe, plan for and assess children's progress. The owner/manager effectively monitors the planning and delivery of the education programme and reviews its effectiveness in staff meetings to make improvements. For example, staff have recently improved their practice by recording observations and tracking children's progress electronically, which has made it easier to share information with parents on a regular basis. There are good systems in place to encourage professional development to improve outcomes for children. For example, staff have accessed specific training to support children with communication and language difficulties to help close any gaps in children's learning.

There is good partnership working at all levels. Parents receive a wealth of information about the setting and their children's achievements. Staff liaise effectively with other early years settings the children may attend and health professionals so that all children's needs are routinely met. Parents particularly praise the effort and support of the staff to prepare children for school and the consistent feedback they receive on their child's progress and achievements. Parents value the support and advice of staff, such as to apply for two-year-old funding.

The staff team work collaboratively to continually review their practice and make marked improvements. For example, staff have established detailed action plans to address gaps in learning. They have extended the resources to provide children with a broad range of instruments from around the world and use these in singing activities. The staff are currently developing their skills and improving resources to help children predict and solve problems. Questionnaires and informal meetings with staff, allow parents to reflect and share their views on the care and learning of their child.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	142844
<b>Local authority</b>	Somerset
<b>Inspection number</b>	971708
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	10
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Helen Litten
<b>Date of previous inspection</b>	18/05/2010
<b>Telephone number</b>	01823 288556

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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