

Bizzy Tots Day Nursery Ltd

Cranford House, 44 Clifton Road, RUGBY, Warwickshire, CV21 3QF

Inspection date	10/07/2014
Previous inspection date	29/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is superb because all staff have an excellent understanding of how each child learn best. Adult-led activities are carefully and thoughtfully planned and staff also respond spontaneously to children's interests as they evolve. As a result, they capture children's ideas, curiosity and imaginations most successfully.
- Staff use excellent questioning techniques to develop and extend children's ideas and thinking. They encourage children to speak in their first language, while introducing words in English, so that children make connections in their learning. Staff and children also use signs and gestures. This means that all children are able to freely express themselves and develop their confidence.
- The management team provide strong and inspirational leadership, having an excellent understanding of early years practice. They motivate and enthuse staff who share their vision for excellence. This means that children's safety, well-being, learning and development is very securely promoted.
- The management of transitions, from the time children start at the nursery until the time they go to school, is a strength of the nursery and ensures that children are exceptionally well prepared for their learning, every step of the way. Partnerships with both parents and other professionals ensure that the individual needs of each child are met and they reach their full potential.

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 activities in the playrooms and outdoor play area.
- The inspector engaged with children, staff and parents.
- The inspector carried out a joint observation with the manager.
- The inspector looked at policies and procedures, children's assessment records and planning documentation.
- The inspector looked at a sample of staff and children's files.
- The inspector checked that Disclosure and Barring Service checks are obtained for all staff.

Inspector

Sally Smith

Full report

Information about the setting

Bizzy Tots Day Nursery Ltd is one of three nurseries run by Bizzy Tots Nursery Limited. It was registered in 2006 and is on the Early Years Register. It operates from five rooms in a converted town house close to Rugby town centre. There is an enclosed garden for outdoor play. The nursery operates from 7.45am to 6pm, all year round apart from public holidays. Children attend for a variety of sessions. There are currently 55 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 17 members of staff, all of whom hold appropriate early years qualifications to level 2 and 3. The nursery owner has a degree in early childhood studies.

What the setting needs to do to improve further

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

- increase the range of visual displays, posters, signs and photographs to reflect the lives of the families who use the nursery and the wider community as a whole, so that the nursery does its utmost to make all children feel welcome and at ease.

Inspection judgements

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

Staff have an excellent knowledge of the Early Years Foundation Stage and of how young children learn. They use every opportunity to develop children's skills across all areas of learning and as a result, their achievements are outstanding. Staff go to considerable lengths to seek the views of parents regarding children's interests at the start of their placement. In addition, staff carry out their own assessment of children's learning and development after they are settled. Furthermore, information is obtained from other professionals where they are involved with the child. This means that staff remain fully informed about each child and plan for purposeful and progressive learning. Close teamwork between staff gives all children the best opportunities to achieve as well as they can. All staff contribute to ongoing observations of children's achievements and individual progress is meticulously documented. Staff take time to enable all children to make small, stepped gains in their learning which means that children consistently build on their existing skills and understanding. Staff track children's progress often and rigorously, being particularly vigilant where those that are slower to learn, receive early intervention and support. This may involve the support of other agencies and professionals but ensures that these children do not fall behind. Therefore, the individual learning needs of each child are recognised and all have an equal chance of doing particularly well so that they reach their full potential. As a result, children with special educational needs and/or disabilities receive excellent care and make similarly rapid progress as the other children.

Excellent teaching through stimulating, challenging activities, that are very thoughtfully prepared and reviewed, enables children to learn exceptionally well. Effective questioning by staff deepens children's knowledge and understanding. This, coupled with a strong emphasis on encouraging children to think for themselves and learn from their mistakes, ensures very effective learning. Staff are confident to sit back at small group times and let children lead their own discussions. This means that children very much follow their own ideas and current interests. Staff only engage if they are included by the children themselves or need to clarify a point, such as when children debate whether brains are found inside the chest or head. This helps to consolidate children's knowledge and understanding. Highly successful involvement in specialist programmes to develop children's language and communication skills is a real strength of the nursery and is consistently implemented by all staff. Ongoing, high-quality talk between staff and children and the use of signing and clear diction where needed help convey meaning and enable children to make rapid progress in widening their vocabulary. The emphasis on communication helps to ensure that children who speak English as an additional language continuously learn and understand new words. Staff find out key words in their first language and then use the English equivalent, helping children to make connections in their learning and understanding. This ensures children make similar progress to the other children in nursery. Furthermore, lively and engaging teaching ensures children are fully challenged and adult questioning deepens their understanding. Consequently, they achieve exceptionally well.

Staff use language to help children develop an understanding of their world and a sense of time. For example, children enjoy talking about their experiences at their dance class before lunch. While they relax and eat their meal, they excitedly tell staff of the songs they have sung and how they wiggled their bodies and dangled their arms like a scarecrow at their dance class. They are proud of the forward rolls they have learnt to perform and staff capture their enthusiasm, saying that they can all have a physical exercise session later in the afternoon. This builds up children's self-esteem most effectively as their achievements are recognised. Staff say that firstly they need to let their food go down so after lunch, they can sit under the tree in the garden and listen to a story. A child comments, 'Yes, because we will be sick if we don't sit down' showing his understanding of why it is important to rest after eating. Another child says, 'Did you say we can have a story? We can read my book again and then I can give it back'. He is praised for his good idea. Staff recognise the value of listening to familiar stories repeatedly and excellent attention to reading through core books activities help children to practise, repeat and extend their understanding of language.

Staff use every available opportunity to capitalise on children's learning. For example, everyday routines, such as lunchtime are used to develop children's understanding of addition and subtraction. They are asked to count how many children need cups at their table and correctly count six. They are reminded that one of their friends is at dance so how many will they need altogether. Children deliberate over this and so, the member of staff asks, 'What comes after six' to help them. They also use their fingers to count, which further helps with their calculations. This is then extended as staff ask how many there will be if there is one more and then when one is subtracted. Staff reinforce this to drive the message home and ensure that children fully understand. Children learn about geometric shapes and their properties, through playing and building with construction

equipment. They explore capacity and measurement, for example, by tipping sand and water into containers of different sizes. This successfully promotes their mathematical development. The outdoor area is a wonderfully vibrant space which is imaginatively planned, continually evolving and provides children with an enormous wealth of learning potential. Babies revel in the sense of awe and wonderment around them as their senses are heightened. They happily dig in dry and wet mud and are fascinated as they feel it trickle or squelch through their fingers. Mud kitchens enable children to use their imaginations. They revel in being able to mix various cocktails and potions using a variety of natural resources, such as, leaves, flowers and stones. Water is transported in various containers to add to their concoctions. As they stir, mix, whisk and cogitate, they develop the small muscles in their hands which are required for later writing skills. Children have a fantastic time at this nursery and are very ably equipped with the required skills for their future learning.

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

Staff carefully consider the move children make from home to the nursery from the outset. They are extremely keen to ensure that children and parents are made most welcome and that the settling-in process is governed wherever possible by the child. Therefore, this takes as long as necessary so that children feel completely safe and secure in their environment. A highly effective key-person system provides a secure foundation to ensuring that children's individual needs are consistently met. Detailed information is sought from parents as they complete an on entry profile for their child, with regards to their likes and preferences. This, combined with the key person's own observations, provides a very accurate picture on which to build, so that children receive teaching and learning specific to themselves. Movement between rooms within the nursery and then onwards to school, operate seamlessly, resulting in children being prepared for, and adapting to change, remarkably well.

Parents and carers are delighted at how quickly their children settle. In light of recent training on positive learning environments for children, bright garish colours have been replaced with neutral tones. Staff and parents have noticed an immediate impact, in that children are very relaxed and do not rush around the nursery. In turn, children feel extremely safe and well-cared for. The first impression, as children, adults and visitors step through the door, is of a very calm, caring and harmonious learning environment for all. Staff successfully inspire positive attitudes to learning and as a result, children are confident, inquisitive learners. They approach all that is on offer, wholeheartedly and joyfully and are motivated to succeed in their activities. From the moment they enter the nursery, children are taught to follow well-established routines, modelled and reinforced by all staff. They quickly learn to follow rules for sharing resources and equipment and putting it away when they have finished. Jobs, such as, laying the table, handing out cups and plates and putting the beds out ready for children to sleep on, are conducted willingly. They play extremely well together, listening to each other and taking an interest in what their friends have to say. They learn to negotiate, take turns and become deeply involved in what they are doing. They are often so engrossed and absorbed in their play that any negative behaviour is a very rare occurrence. Staff make them feel special as they are

praised which helps to boost their self-confidence. For example, children are keen to demonstrate their physical prowess and show what they have practised in their earlier dance and physical education session. Children and staff sit side-by-side as each child performs their own chosen skill, such as forward rolls. Staff wholeheartedly cheer them on and say 'wow', 'fantastic' and 'fabulous'. This strong emphasis on developing children's personal, social and emotional development underpins their positive achievements.

Children have access to an extensive range of age-appropriate resources which they continually use and move around as they choose. This helps them to develop their own ideas and imaginative play. Books, musical tapes, traditional rhymes and songs help to reflect the different languages spoken within the nursery. However, displays to positively promote linguistic and cultural diversity of children within the nursery are not clearly apparent so that they can relate to these, and therefore, feel truly valued and respected. This is an aspect that staff have identified themselves and is a current target for improvement. A simple and fluid routine adds invaluable pattern to their daily lives, encompassing each child's emotional needs and well-being. For example, young children rest when they need to as, sleep baskets and bedding are placed so that they can clamber inside whenever they choose. This helps to promote children's physical and emotional well-being. Staff understand the need for children to manage their own risks wherever possible and in doing so, learn to keep themselves safe. As a result, children take risks in a controlled way. For example, children carefully step across balancing cones walking from one end to the other. They use outstretched arms to help prevent them from falling off. They choose to extend this idea further by attempting to balance objects on their heads, which they manage most adeptly, as they are regularly provided with opportunities to practise and rehearse this skill. As a result, children's physical development and well-being is promoted most successfully.

Children take a real interest in what they eat, suggesting ideas for menus. They also help to prepare and cook their meals on a regular basis, each group taking a turn at least once a week. They learn about food chains and which foods are healthy to eat. Menus offer a mouth-watering array of different meals, which children eat with gusto. As soon as they are able, they learn to feed themselves and move on to using cutlery and serving utensils most diligently and proficiently. For example, they very quickly master the use of tongs to help themselves to cabbage. They carefully use knives to cut and then push the food onto their fork. Occasionally, younger children use their knives incorrectly to eat from. Staff quickly explain that this is not appropriate as they could hurt their mouths, helping children to learn about safety in the process. Table manners are generally impeccable and children sit at the table, chat with their friends and make the whole event into a very social occasion enjoyed by all. Hygiene routines are well established and understood by the children. For example, tissues are within their reach and they help themselves to these, when they need to blow their nose. All of these skills are most successful in helping children to gain independence and in turn prepare them, as they move onto school and into the wider world.

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

Staff demonstrate excellent awareness of safeguarding issues at all levels. They are fully aware of the triggers and signs of abuse and their responsibility to be consistently vigilant so that children are protected from harm. Collaborative working with other key agencies is exemplary. A strict mobile phone and camera policy is in place and applies to everyone who is on the premises. Staff lock their phones away while on duty and parents and visitors are asked to switch theirs off also. Staff do not hesitate to reinforce this should anyone choose to challenge the policy. Staff are well-versed in what to do should they witness a colleague behaving inappropriately and intervene to ensure children are safe, before sharing their concerns with one of the management team. Safeguarding is given a high profile and always discussed at staff meetings, supervision sessions and appraisals. Staff are asked to consider different scenarios and further random spot checks by the management team, asking staff, 'What if?' and 'What would you?' questions, really deepen and challenge staff's thinking. Comprehensive policies and procedures are implemented consistently and robustly. Extensive vetting and recruitment procedures are in place to protect children's well-being. Application forms and curriculum vitae are very carefully scrutinised and followed up by rigorous questioning at interview to ensure any potential new member of staff's suitability is fully explored. Children's health and safety is awarded top priority and staff are wholly aware of the risks pertaining to individual children, for example, those who have specific needs. As a result, staff do their utmost to ensure the safety and well-being of children is not compromised.

The management team are relentless in their pursuit of excellence. They carry out careful checks on all aspects of the nursery's work and draw on their evaluation of its effectiveness to produce detailed action plans. The rigorous procedures for checking staff's performance are matched by extensive opportunities for training, and as a result, the staff are well qualified and experienced. Staff observe one another at work and provide feedback, outlining strengths and areas for improvement. The use of video recordings is something that has been identified to enhance this further, so that staff can reflect on, and analyse their practice in greater detail. The rich and varied curriculum is constantly developing to provide even more interest and imaginative challenges for children. This is fuelled by the owner, who sets staff challenges and research to undertake and feed back to the staff team. For example, staff in baby room have explored why babies drop food from their highchairs and delight in repeating this over and over again. Their findings linked this to patterns of repeatable behaviour called schemas, which enables children to explore their ideas and thoughts. In addition, staff established that the babies are experimenting with cause and effect while, also developing their senses. This helps staff to make connections in children's learning and development. Staff are well read with regards to early years literature and test out many approaches recommended by well-known practitioners. In addition, they visit early years centres of excellence, always seeking new ideas to implement within the nursery. This ethos of deep rooted thinking and exploration, means staff are extremely knowledgeable and they provide a clear and uncompromising focus on providing the very best possible education for the children.

Well-established channels of communication between all partners involved with individual children successfully promote their learning, development and welfare. Staff are acutely aware of the importance of encouraging positive relationships with parents and work tirelessly to ensure they feel welcomed and their opinions respected. Strong links with

schools and a host of other professionals promote optimum continuity of care. Practitioners recognise the strengths of professional relationships in creating an approach that best meets the needs of individual children. Ongoing consultation with children and their families, enables everybody to play a full, active and meaningful role in the life of the nursery.

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

Unique reference number	EY318307
Local authority	Warwickshire
Inspection number	873202
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	55
Name of provider	Bizzy Tots Day Nursery Limited
Date of previous inspection	29/10/2009
Telephone number	01788 576451

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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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