

Beighton Bizzy Bee Family Childcare Centre

Off School Road, Beighton, SHEFFIELD, South Yorkshire, S20 1EG

Inspection date	15/08/2013
Previous inspection date	27/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Thoughtfully planned playrooms and good quality play equipment create an enabling environment for all ages of children, promoting independence and engaging them in purposeful play.
- The successful implementation of the key person system enhances the good relationship with children and families. Children develop secure, trusting and warm relationships with their key person and other staff.
- Partnerships with parents and other providers are well-established and make a strong contribution to meeting children's needs.
- Staff work well together and there is a strong commitment to improve the nursery provision through setting ambitious targets and action plans. Self-evaluation clearly shows how targets are prioritised and plans are well-developed to drive continuous improvement.

It is not yet outstanding because

- Opportunities for children to investigate the natural world are not fully maximised.
- There is scope to improve how the progress of different groups of children is monitored to further support the analysis of all children's achievements.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the nursery manager and other members of staff.
The inspector looked at children's learning records, planning documentation,
- evidence of suitability of practitioners working in the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day together with information from the parent comment book and questionnaires.
- The inspector observed children during their play and group activities, and at lunch and snack times.
- The inspector observed children, examined the children's learning records to establish their progress in learning and held discussions with their key person.
- The inspector undertook a joint observation with the Early Years Professional.

Inspector

Christine Walker

Full Report

Information about the setting

Beighton Bizzy Bee Family Childcare Centre is operated by a voluntary management committee. The centre is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It has been established for a number of years and since June 2004 it has been operating from a purpose built building, situated in the grounds of Beighton Nursery and Infant School and Brook House Junior School, Beighton, Sheffield, in South Yorkshire. The centre serves the local community and is accessible to all children. The children have access to four large playrooms that are organised to accommodate children at different ages and stages of their development. There is a fully enclosed area available for outdoor play.

The centre employs 20 members of childcare staff. Of these, two hold a relevant early years degree with Early Years Professional Status. Three other staff members hold a relevant early years qualification at level 4 and 15 staff hold a childcare qualification at level 3. One member of childcare staff is working towards a relevant level 2 qualification.

The centre opens Monday to Friday, all year round except for Bank Holidays and a week between Christmas and the New Year. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. There are currently 135 children attending, who are within the Early Years Foundation Stage. The centre provides funded early education for two-, three- and four-year-old children. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The centre has a five star food hygiene rating from the local authority.

What the setting needs to do to improve further

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

- build on the range of resources available to children to explore the natural world both indoor and outside

- further extend the monitoring of children's progress to include different groups of children to ensure outcomes for children are constantly improved and progression in learning is further enhanced.

Inspection judgements

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

Children are happy, confident and enjoy their time in this welcoming and friendly nursery. Staff are skilful practitioners who have a good knowledge of the seven areas of learning and how young children learn. Transition between rooms, as children progress, is smooth and greatly eased by the knowledgeable staff who gather information about individual children and use it well to provide a gradual introduction to the new room over several weeks. Consequently, children are well-supported and move seamlessly through the nursery.

All children make good progress towards the early learning goals. They enjoy attending the nursery because the staff provide a calm and stimulating learning environment which values the input of parents. Staff set out resources in interesting ways that promote children's curiosity and their desire to explore and investigate. For example, young children roll balls down a drain pipe attached to the fence and excitedly catch them in a bucket. They enjoy a wide range of toys, resources and activities, which are used to support and promote their learning and development effectively. For example, children test out new ways of doing things as they load a toy flat-back lorry with large wooden blocks. They play co-operatively, building a tall tower, putting toy figures on the top and pushing the lorry round the room, gleefully rebuilding it when it crashes and the bricks topple off. This helps children to learn effectively as they try out their ideas, maintain focus and enjoy meeting and overcoming challenges. Staff celebrate children's new achievements, and praise and encouragement builds their self-esteem. For example, a baby who is just beginning to take their first steps around the room, smiles as they receive encouragement and praise, then goes on to toddle from one side of the room to the other, showing pride in the newly acquired skill.

Children enjoy all forms of creative work, such as painting, model making and playing with play dough. Toddlers enjoy printing with potatoes and gaze intently at the flower shape before being supported to make a print. Older children paint with brushes, make hand prints and print with blocks. The staff are confident to allow children to explore the paint in their own way and to develop their own ideas. Children use their mathematical knowledge well during daily play activities when they talk about colours, shapes and sizes. Staff support children's counting skills during everyday activities. For example, toddlers are encouraged to count the fruit as they play in the home corner and older children count the number of bricks in the tower. By the time they reach the pre-school room, children are confident to count independently during their play. All children develop their understanding of technology to aid them in their future learning and development. This starts in the baby room with, for example, push-button toys which make musical sounds. Older children have access to a computer and a range of programmable toys. Children have some opportunities to explore the natural world and have use of a small growing area. However, there is scope to improve opportunities for the children to investigate nature and the environment more closely. For example, by designing their own nature areas outside and providing more opportunities inside by growing seeds.

Staff balance child-initiated and adult-led activities well to support children's ongoing progress and development. The staff engage the children in conversations, to introduce new words through their play and activities. They use open-ended questions, giving the children time to respond and describe their experiences. Staff use the letters and sounds programme to support and extend children's language and communication skills, relevant to their individual needs. This includes those who are learning English as an additional language. Group time is managed to enable all children to take part. They sing the welcome song and learn to use simple sign language, to listen to each other and to wait their turn and share. This also contributes effectively to their personal, social and emotional needs in an inclusive way.

The children use a range of tools and resources as they manipulate the play dough to make pizzas and sausages. Role play and small world activities engage the children to extend their imagination and make sense of their world through re-enacting their experiences. For example, taking the toy dogs for a walk to the vet's for an injection and feeding them dinner in a dog bowl. The outside area supports children's physical play effectively. They enjoy the space to use the bikes, push dolls' buggies and climb on the climbing frame and slide. Consequently, they are very active and are fully developing their physical skills, while growing in confidence.

Children's starting points are identified through information provided from parents, settling-in sessions and through staff closely observing them when they first start. This is consolidated by observations undertaken during the first six weeks by the key person to ensure accurate starting points. This enables staff to clearly identify each child's level of ability, on which they continue to build. Ongoing observations are effectively used to monitor the progress children make. A summative assessment of progress is carried out every 12 weeks to ensure children continue to make good progress. Staff use information they gain from these observations and assessments to identify individual next steps for each child to work towards. Parents receive a summary of learning and development every three months and at the same time complete a 'Hive of achievement sheet.' This effective yet simple assessment sheet filled in by parents enables the nursery to involve parents in their child's learning and know about individual children's achievements at home. The progress check at age two includes parents and informs them about their child's development in the three prime areas of learning. It is used well to identify any gaps in learning at an early stage so that swift action can be taken.

The nursery is a print-rich environment where children see many different letters, numerals and words. Children who learn English as an additional language and children who have special educational needs and/or disabilities are further supported by the use of photographs, visual timetables and printed signs. As a result, all children are supported to communicate and make their needs known, and are gaining the skills and confidence they need to be ready for the next stage in their learning or as they start school.

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

Children are extremely well-settled in the setting and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by implementing a range of procedures to suit each individual family. For example, parents can use 'stay and play' sessions to ensure their children are familiar with the new surroundings and nursery staff. A two-way flow of information between home and the setting means that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well-met and parents and staff work closely together to provide consistency of care. Effective systems are in place to ensure the children experience a smooth transition as they become ready for school or they move up through the nursery areas. For example, children and parents are well-prepared for transitions as the effective key persons share information about each child with parents, other key persons or teachers. Transition books with photographs are used between rooms and when children move on to school nursery or school.

Fresh food is cooked on site, providing healthy choices for the children which reflect their cultural and dietary needs. Older children serve themselves lunch and choose from a good range of vegetables. For example, on the day of the inspection peas, sweetcorn and green beans were available. Younger children are supported to make their own choices and choose from the selection of fruit at snack time. Babies feed themselves with a spoon. All this encourages independence and choice. Healthy lifestyles are promoted through activities with the children, such as physical exercise and what foods are good for you. Children follow the routines well in managing their personal care and the addition of mirrors at child height enables children to wipe their own noses effectively. Babies are strapped into high chairs at meal and snack times and older children learn to sit properly on chairs while playing at the tables or having their meals. Staff explain to children why it is important to help tidy away toys so that they do not fall over them and hurt themselves. This also helps children learn to take care of toys in the nursery. Babies are closely monitored while they are sleeping to ensure they remain safe.

Staff provide a calm and caring environment for the children where they feel safe and start to become aware of others around them. They positively encourage the children in their play and learning, to build their self-assurance. Overall, staff promote the very good health of children and prevent the spread of infection. For example, staff wear protective aprons and gloves when serving lunch. From a young age children are learning about keeping safe. All children regularly participate in emergency evacuation drills. This helps them understand what to do should they need to leave the nursery quickly. The children's participation in group activities encourages them to share and take turns. Outdoor play areas are generally used well and playing outside is incorporated into children's daily activities. This helps children enhance their large muscle skills and enjoy time outside in the fresh air while exercising. Children learn about taking risks as they engage in different experiences. For example, children enjoy jumping off the steps to the outdoor classroom and use scissors to cut the paper to stick on their pictures.

The behaviour of children is good. Children are praised for the smallest of achievements promoting their self-esteem. For example, staff smile and offer warm, soft tones in their voice with babies. Older children are praised when they share toys and take turns in activities by staff saying 'well done'. Children are confident and make independent choices

in their play. This is because staff place toys and resources on the floor, in baskets and in or on low-level shelving. Children's work is displayed throughout the nursery making them feel valued and acknowledged. The corridors contain a wealth of information for parents and photographs of children and their families help all children and their families to have a sense of belonging.

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

The management team are highly focused on promoting quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. The manager and staff team have a very good understanding of their responsibilities to safeguard children and promote their welfare. This is because they all have regular training in safeguarding and know when and how to seek advice and guidance. As a result, the staff's knowledge is current and ensures children are effectively protected from harm. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. This all helps to ensure children's safety. The management team follow a robust recruitment procedure to appoint people who are suitable to work with children. These include references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures that all staff have a secure knowledge of their roles and the nursery's policies and procedures which underpin the safe and efficient management of the setting, and these are followed well. As a result, children are cared for effectively. Good security systems are in place to ensure that no unauthorised person enters the nursery. For instance, the use of closed circuit television enables all areas of the nursery to be monitored and entrance is gained by intercom, unexpected visitors are met at the door and their identity is checked. Visitors are signed in and out. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and staff are well-deployed to help keep children safe. Daily checks of the nursery and outside play areas further enhance children's safety.

The management team demonstrate a secure knowledge of the learning and development requirements. They are making significant ongoing improvements to analyse the progress children are making across the nursery. As a result, the nursery is able to identify ways to improve practice for the benefit of the children. They meet regularly to discuss the progress children are making and identify those who require interventions in their learning. This means gaps in learning are closing. However, to ensure all children continue to make good progress the introduction of systems to monitor different groups of children would be beneficial. Those in charge ensure key persons make accurate judgements on children's progress, which has led to all children being well-prepared for school. The nursery has established strong partnerships with the adjacent school and other local nurseries and, as a result, children benefit from continuity and a shared approach to their early education and care. The nursery has also established firm links with other agencies, such as the local speech and language service, which they utilise when necessary.

The manager seeks the views of parents, staff and children as part of the self-evaluation process, and this is achieved through parent consultation, staff meetings and children's evaluations of their learning. All parents are invited to join the board of trustees when their child starts at the setting. The board meets regularly with the manager and plays an active part in the running of the nursery as they voice their opinions of all aspects of the nursery's operation. As a result, changes and improvements have recently been implemented. For example, the nursery now provides breakfast for children who start early. The manager has successfully addressed the recommendations from previous inspections, for example, introducing a good variety of tools and equipment for the children to use and learn how to handle safely. The dressing-up areas have also been reviewed and now contain a broad range of clothes, and the home corners are well-resourced and well-played with in all rooms. Children also make greater use of the local community and go on a range of visits. For example, they visit the local country park, library and a small holding. Efforts are made to ensure all children have the opportunity to participate. Consequently, the strong management arrangements ensure the setting is committed to continually evolving and enhancing the good quality service offered to children and families.

The manager successfully monitors staff performance and their contributions to the nursery through regular team meetings and reviewing staff record keeping and appraisals. As a result, staff identify areas for development to help improve practice. All staff receive supervision, which provides a source of support, training and professional development. Training is seen as a priority and staff are supported to gain further relevant childcare qualifications. For example, four members of staff have recently gained a level 4 qualification, one has just completed a degree with Early Years Professional status and an unqualified member of staff is working towards a level 2 qualification. This ensures all members of the staff become valued members of the team.

Effective partnerships are in place with parents. Parents receive good information about the nursery and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the 'good quality staff' and 'really good activities' that their children undertake and the easy to fill in interest and progress sheets. The close partnership with parents enables the staff to meet the children's individual needs and maximise their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY281531
Local authority	Sheffield
Inspection number	915330
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	135
Name of provider	Beighton Bizzy Bee Playgroups Ltd
Date of previous inspection	27/02/2012
Telephone number	0114 2510583

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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