

Busy Nought to Fives Ltd.

Inspection report for early years provision

Unique reference number	EY266317
Inspection date	15/04/2009
Inspector	Susan Patricia Birkenhead

Setting address	Busy Nought to Fives, Billington Close, Off Barrow Hall Lane, Great Sankey, Warrington, Cheshire, WA5 3TA
Telephone number	01925 790 655
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Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Busy Nought to Fives nursery was registered in 2003. The setting is one of seven privately owned by Busy Nought to Fives Limited. It operates from a purpose build single-storey building situated in the Great Sankey area of Warrington. Children are cared for within seven age related group rooms located on the ground floor. There are three secure areas available for outdoor play. A maximum of 129 children aged from birth to eight years may attend the setting at any one time. The setting is open five days a week from 07.45 to 18.00 all year round, except for bank holidays. Children attend from the local community and surrounding areas.

There are currently 90 children on roll aged from three months to five years. Of these, 90 are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and also children who speak English as an additional language.

The setting employs 20 members of staff including the manager. There are 13 staff qualified to level three in early years and five qualified to level two. In addition, the setting employs a chef. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a very welcoming and inclusive environment where children are happy, settle well and are secure. The staff effectively promote the welfare requirements in all areas to ensure the individual needs of the children are met and approached with consistency. Staff work hard to promote the learning and development requirements and as a result children become active learners and make good progress towards the early learning goals. Excellent procedures ensure very effective relationships are developed between parents, carers and outside agencies, which significantly contribute to the children's care and learning. The nursery uses many effective systems for monitoring and evaluating practices and are clearly committed to the continuous development of the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and update the current policies for complaints and child protection to make parents fully aware of the procedures followed
- further develop resources to reflect the individual cultures of children that attend.

The leadership and management of the early years provision

Effective leadership and management of the cohesive staff team means consistent procedures are deployed throughout the nursery. Managers are committed to the continuous development of the nursery. For example, all previous recommendations have been successfully addressed and as a result the provision of resources and activities has improved. One initiative recently introduced which is said to have been successful involves 'Dad's' and 'Grandparents', who are invited in to read to children. Future plans include the development of the outdoor play areas. They use many effective systems for monitoring and evaluating their practice which include the completion of the self evaluation form (SEF), parent and staff questionnaires. They value responses they receive and act on suggestions made. All required documentation that contributes to the safe and efficient operation of the nursery is in place, well organised and kept up-to-date. Written policies in the main underpin the good practice. However attention is necessary to update the complaints and child protection policy following the implementation of EYFS to expand on the detail recorded, which management are aware of.

Children are positively safeguarded because the staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns. Some staff attend relevant training and reference materials outlining the local safeguarding procedures are readily accessible within all the rooms. The majority of staff are qualified and all staff have completed paediatric first aid training, to further safeguard children's welfare. Robust recruitment and vetting procedures contribute to the protection of children and details of staff clearances are well documented. Comprehensive risk assessments for the premises and all outings are enhanced by the daily checks which take place before the children's arrival, ensuring children's safety. Children are closely monitored as they sleep and head counts during outside play are completed very frequently and the details recorded.

Partnership with parents, carers and others is excellent as a result of the many worthwhile initiatives the nursery develops. These include the very frequent parents evenings and the 'activity bags'. Planned transition from home to the nursery works well and continues as children move between the group rooms using the 'transitional diary' parents complete. In addition parents provide basic written words in their own language such as French and Spanish to support children with English as an additional language and some have provided story books in dual language. Children's additional needs are supported well through the involvement of outside support agencies, such as the speech therapist and interpreter, and the use of picture cards aid communication. The introduction of the 'shared care diaries' is used to develop relationships with other settings children attend to provide consistency in their learning. Parents say they are very happy with the service and the very good relationships they develop.

The quality and standards of the early years provision

The staff have successfully implemented changes to the EYFS and continue to attend training to further support their knowledge and understanding. Key persons

complete detailed focused and spontaneous observations to show what children can do, which are linked to the areas of learning and outline their next steps. This is used to inform future planning and effectively contribute to the individual children's profiles used to monitor and assess their developmental progress. The consistent approach to the planning of activities throughout the nursery recently introduced means children receive a wide range of activities based on their individual interests and make good progress towards the early learning goals. Staff effectively organise the learning environment to provide a good balance of adult and child initiated activities. This provides opportunities for children to make choices about their play, which promotes their independence well. The impressive displays throughout the nursery of photographs and children's art work are annotated well and reflect a very good level of self expression, therefore contributing to the very welcoming and inclusive environment and promote children's sense of belonging.

Children develop good communication skills through the positive staff interaction and activities organised. They explore sounds around them from a young age, both indoors and outside, and as they progress developmentally begin to link sounds to letters and objects using headphones. Children can access books freely and select books of their choice from the visiting mobile library. They are attentive at story time and responsive to the picture books they look through with staff, therefore developing their communication skills. The free drawing areas encourage young children to make marks using materials such as chalks and crayons and pre-school children learn to write for a purpose. All children are introduced to mathematical thinking through the number displays and use associated number language during everyday situations and activities. Older children are more proficient in using number within the daily routine and learn about basic addition and subtraction when playing 'Kim's game'. By exploring play materials younger children are learning to operate simple interactive resources and pre-school children develop the necessary skills for operating the computer programmes.

Children have daily access to the well resourced outdoor play areas where they experience many opportunities to promote their learning and physical challenges. For example, they search for bugs using magnifying glasses as well as develop physical skills such as balance and coordination using the wheeled toys or logs as stepping stones. Children have many good opportunities to develop their imagination both indoors and outside. For example two children talk about the 'mud bath' they make outdoors using the tyre and the weeds and take on the role of the builder using cardboard boxes and tools. Young children enjoy exploring the hats and hand bags and others extend their learning in the imaginary laundrette and 'Busy café'. Treasure baskets and the wide range of creative activities enable children from a young age to explore texture and develop their creativity. All activities successfully contribute to the development of the children's future economic well-being.

Children's health is promoted well and as a result they develop a positive understanding of personal hygiene throughout the daily routines. The four-weekly rotating menus reflect the varied, balanced diet they receive, providing children's favourites such as fish fingers and burgers in moderation. Older children competently serve their own meals and select items and amounts of their choice,

which successfully contributes to the development of their self-help skills. Children regularly practise evacuation drills and staff explain hazards and the consequences of their actions to assist their understanding of staying safe. Children's behaviour is effectively managed, and as a result children are well behaved and polite.

Children's understanding of diversity is positively promoted through the activities they complete in recognition of festivals throughout the year and the provision of some resources. For example, they recreate a dragon for display in recognition of Chinese New Year and many posters within the setting reflect positive images of people's differences. However the range of resources does not fully reflect the children's individual cultures.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.