

# Beighton Bizzy Bee Family Childcare Centre

Inspection report for early years provision

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<b>Inspection date</b>	27/02/2012
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<b>Type of setting</b>	Childcare - Non-Domestic

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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*.

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.

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## Description of the setting

Beighton Bizzy Bee Family Childcare Centre is operated by a voluntary management committee. It has been established for a number of years and since June 2004 it has been operating from a purpose built modular building, situated in the grounds of Beighton Nursery and Infants and Brookhouse Junior school Beighton, Sheffield in South Yorkshire. The centre 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 secure outdoor play area.

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. A maximum of 65 children may attend the centre at any one time. There are currently 144 children attending, who are within the Early Years Foundation Stage. The centre is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The centre provides funded early education for two to four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The centre employs 26 members of childcare staff. Of these, 25 hold appropriate early years qualifications at Level 3 or above. One member of staff holds an early years degree and is working towards Early Years Professional Status. The centre receives support from the local authority and has close links to Beighton Children's Centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. They make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met. Links with parents and the liaison with other providers are effective and help to ensure consistency in children's care and learning. Proactive reflection and evaluation of all aspects of the setting ensure that there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- enrich opportunities for older children to explore and help them gain a sense of community by providing further opportunities to experience their community and use a wider variety of tools within the setting and know how

to handle them these, in order to keep safe

- enhance children's experience by reviewing how dressing-up, home corner resources and some books are presented and extend the range of music available.

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

Children are well-protected as there are clear safeguarding procedures and staff have a good understanding of their responsibilities in protecting children. Parents are well informed about all aspects of safeguarding through an informative display. Children's safety and well-being is assured through effective and efficient security measures that prevent unauthorised access to the setting. Detailed risk assessments and daily checks are carried out in all areas and equipment and resources are in a good, clean and safe condition. All required policies, procedures and records are in place and carefully maintained. Efficient systems ensure staff are suitable for their role and they are clear about their day to day responsibilities. Management are clear about ensuring the ongoing suitability of staff.

Children's learning is successfully promoted as the staff have a good knowledge of the Early Years Foundation Stage Framework. All areas of learning are addressed within the planning. Planning is devised through observations of the children's progress, their interests and individual development. Each child has an assessment file, which details individual progress and clearly identifies their next steps of learning. This is enhanced as parents are encouraged to provide home observations, which are integrated into the assessments and contain up-to-date information about their child. Children's transitions between rooms and school are supported well. They can look at a photograph book of the school and a transition box is provided for the children when they go to school. Links with other services and agencies are effective with two-way working partnerships.

Inclusive practice and equality policies and procedures are carefully implemented throughout the setting, so that all children have their welfare needs met and achieve, as well as they can. Individuality is respected and responded to well. There is a high focus of promoting self-awareness and a sense of family throughout the setting, including extensive use of photographs of the children, undertaking activities and of their family. Staff display multi-language text and parents provide stories in their first language. Throughout the setting, staff actively use signing which is supported by pictorial signing.

Partnerships with parents and carers are strong. To ensure their welfare and learning needs are met, staff gather valuable information from parents. Parents have access to the setting's policies, procedures and they are able to view their child's files, both informally and at parent evenings. Individual 'Home to Setting' diaries, care plans and daily care forms ensure that parents are fully informed about their child. There is a wide range of information displays for parents on all aspects of the care and learning of the children. Staff actively encourage parents

to transfer children's learning and play opportunities from the nursery to the home, including through activity bags and events, such as craft and play sessions.

Children's learning and welfare is strongly promoted as there is a proactive ethos to evaluate all aspects of the provision, with continual reflection on practice. The recommendations from the last inspection have been robustly addressed and areas to develop are clearly recognised. Consequently, the outcomes for the children are continually improved.

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

Children are very happy and settled at the nursery. The setting is child focussed throughout and is rich with a wide variety of children's creative work and bright displays. The learning environment effectively supports children's progress towards the early learning goals with their learning promoted throughout. Although, children have a wide range of resources, some of them for dressing-up, home corners and some books are presented in boxes with the items piled in, therefore, this has a potential impact on children's engagement. Play is purposeful. Staff are skilled at encouraging children's critical thinking as they present challenging questions. They are very warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted very well as staff and children hold detailed conversations. Throughout the setting there are posters and resources that expand children's awareness of learning about the world. For example, displays containing children's work related to different homes and cultural foods.

Children behave well. They receive high levels of attention as they are engaged in interesting activities. Overall, the development of skills for the future is promoted well, such as children from the age of two years are supported to serve themselves at meal times. However, there are some missed opportunities as, although, children do use play with tools and scissors, experimenting with tools safely is limited. The nursery places a major focus on children growing as individuals. A strong sense of self is promoted as staff use positive encouragement and praise. Mirrors are widely used throughout the setting to enable the children to learn about emotions and for babies to investigate their features. Tactile activities feature strongly in the setting.

All children engage in counting activities with staff and routinely see their names, number and letters in print, including displays depicting mathematical concepts and letters. All children are actively involved in both planned and spontaneous story telling and rhymes. Rhyme is used in routine events such as a hand washing rhyme before eating. Musical instruments, including those that are home-made, encourage children to learn about rhyme. However, currently, the range of different styles of music is not sufficiently varied.

Younger children enjoy visits to the local country park and to children's groups. However, opportunity for older children to undertake outings in the community is

limited. All children undertake a wide variety of creative activities. Free expression in craft is encouraged as staff provide a range of materials for the children to use, such as lentils and tissues, alongside paint. They have access to a wide range of natural and home resources, such as fir cones and pasta. Sweet tins are used outside for a music wall. Younger children enjoy a rich range of creative activities, such as free expression water play and using leaves they have collected for collages. Children's understanding of nature is promoted by interest tables and planting vegetables. They learn about a variety of reptiles and other creatures as visitors from a mobile animal handling company encourage them to interact with the creatures.

Strong relationships with the staff, help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities. Visitors, such as the fire service and police extend children's learning. Children learn the importance of good personal hygiene habits, such as using mirrors to check if their nose is clean after wiping with tissues. Physical skills and confidence are enhanced as the children enjoy free flow outside play. Outside play is a major feature for the setting with a rich range of activities, including indoors, outside and an outdoor classroom. Health promotion is strong as throughout the setting there are activities and displays of children's work, relating to healthy eating.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met