

# Busy Kids

Busy Kids, The Leaze, Bromham, CHIPPENHAM, Wiltshire, SN15 2EY

<b>Inspection date</b>	26/03/2014
Previous inspection date	20/01/2011

<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

- Staff have a good understanding on how children learn and demonstrate effective teaching strategies. As a result children make good progress in their learning and development.
- Children are safeguarded well and their ongoing safety is given high priority.
- There are effective procedures in place for behaviour management, staff recruitment and induction. Therefore staff prioritise children's welfare and well-being well.

### It is not yet outstanding because

- There is scope to enhance the outdoor play area further to extend and support children's very good outdoor learning experiences.

## 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 spent the majority of time observing children both indoors and outdoors and observing staff interactions with children.
- The inspector held meetings with the manager and chair of the committee and spoke to staff and children at appropriate times.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's development plan and a range of other documentation.
- The inspector spoke to parents and took into account their views.

**Inspector**  
Julie Swann

## Full report

### Information about the setting

Busy Kids is based in a large mobile building set within the grounds of the village school. It offers a breakfast club, pre-school sessions, after school club and holiday club for 50 weeks of the year. During term time the opening hours are 8am to 6pm and 9am to 4pm during holiday weeks. Children attend from the local village and surrounding area. Busy Kids is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 23 children in the early years age group on roll. Children have access to a playroom, smaller activity room, toilets and an enclosed outdoor area. They also have use of the school hall, playing field and play ground. Six members of staff work with the children in the pre-school and all have a relevant childcare qualification. The pre-school receives funding for the provision of free early education funding for children aged two, three and four. The pre-school receives support from the local authority. They support children with special educational needs and/or disabilities and those learning English as an additional language.

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

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

- enhance the outdoor environment to enable children to see print or numerals outdoors and make connections in their learning.

## Inspection judgements

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

Children are happy, confident and settled in this stimulating pre-school and are developing well overall, according to their individual starting points and time attending the provision. Staff have a good knowledge and understanding of how children learn. All planning is based on the children's interests and abilities and provides challenge to further enhance their development. A secure system of observation and assessment means that staff can plan for the needs of each individual child. All areas of learning are covered and children participate in a good range of activities which excite their interest and challenge their ability. Staff assess children's base line starting points through information obtained from parents and through well-established settling in sessions. Children have good opportunities to participate in individually planned activities, which the staff team plan weekly. As the weekly planning is well displayed in the pre-school it extends parents' involvement with their own children's planning. Staff monitor children's next steps in their learning well. Although this is not always clearly or consistently displayed in children's learning folders and on planning staff do use this information to help children make progress in their learning..

The quality of teaching is good. Children's independence is promoted well by staff in various ways. For example, children are encouraged to serve their own snacks and put on their own coats. They can independently access resources and equipment that are suitable for their different stages of development from low-level storage units. Children enjoy taking part in a good variety of arts and craft activities. For example, they access paint, pencils and crayons and confidently draw with them, telling the staff the colours they use and that they are 'drawing a green house' and a 'pink pig'. Children confidently use scissors that are suitable for their different abilities. This enables them to build on learned skills. Children learn about different shapes through exploring them during a 'junk modelling' activity. They make their own 'Rapunzel' castles using different size boxes and discuss the shapes of the 'castles' they make. Staff support the activity effectively and use good questioning techniques to encourage children to talk about the shapes and colours of their castles. This promotes their manipulative skills, recognition of colours and ensures that children develop their creativity and social skills effectively. The pre-school has a good display of photographs of children involved in different activities along with informative posters of numbers and words in both English and other languages. These are displayed at children's level making it a bright and colourful environment for them to play in.

Children have access to information and communication technology as they get regular and timed opportunities throughout the day to access computers and programmable toys which support their understanding in this area. Children spontaneously engage in role-play, whilst discussing with staff a recent trip to their 'grandma's work' on a farm to visit the baby piglets. This encompasses children's personal, social and emotional development through building positive relationships and enabling the environment to be changed to meet the children's current interests. Children enjoy outdoor play and enhance their physical development. For example, as they ride bicycles and scooters, play with large footballs, make mud pies, use climbing resources and practise their balancing skills on crates and planks of wood. However, the outside areas offer fewer opportunities for children to focus on print and make connections in their learning. To fully support and extend children's literacy and numeracy learning experiences whilst outdoors.

The good partnership with other settings children attend supports children during their move to these and provides them with consistency in their care. Parents are actively involved in their children's learning because staff regularly informs them of their children's progress. Parents can view children's folders freely and are encouraged to add to them. Wall displays celebrate children's individual achievements, thereby keeping parents informed about their children's progress in their learning and development.

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

A well-established key person system ensures that children form strong attachments whilst at the pre-school. This is evident in the caring relationships observed. Staff manage behaviour effectively and they act as good role models using an appropriate approach whilst managing children's behaviour. They reinforce clear guidelines when necessary and take time to explain to children the impact of their actions on others. Children become familiar with their feelings and emotions as they display their art work creatively using a

'mood board'. This is used to reflect if they may be happy, upset or angry whilst staff offer suggestions as to how they may cope with those feelings. Children's needs are consistently met and staff praise and acknowledge their progress and achievements, encouraging high levels of self-esteem. Careful planning and preparation to meet individual dietary needs means that all children enjoy healthy snacks, such as apples, grapes and cheese. Children learn to wash their hands before snack and lunchtime. As a result, children fully adopt healthy lifestyles.

Children are protected through a security buzzer entry system at the front of the building and a secure and enclosed fence at the rear. Effective deployment of staff, space and resources ensures all areas are well supervised and allows children to move with autonomy whilst being in a safe environment. Children's safety is ensured and they cannot leave the premises unsupervised. Children's understanding of keeping themselves safe is further enhanced by staff who are good role models and frequently explain the reasons why certain actions are important. For instance, clear explanations help children understand what will happen if they do not sit properly on their chairs. Children are responsive to the staff and are learning right from wrong. For instance, whilst playing 'farmer in the den' children are encouraged to take turns being the farmer and given clear explanations by staff why it is nice for everyone to have a turn. Children have access to a well resourced and relaxed environment in which they become independent learners. For example, children choose to relax on large cushions and look at books when they feel like it. There are also a range of multicultural resources available to support children's awareness of the diverse needs and cultures of others. Children explore different festivals, such as Chinese New Year and Diwali to expand their understanding of the world in which they live.

Parents are offered visits to the pre-school initially to help children settle in. The key person system is effective and staff gather information from parents prior to children starting and during settling in periods. The key person is only allocated after staff observe who children develop strong bonds with and are naturally drawn to. This thoroughly enhances their sense of belonging and security. Children regularly take part in fire evacuation practises and they discuss road safety on outings. Links made with other providers are good; the pre-school has close links with the school and this includes taking children on visits to meet the reception teacher to support children's well-being further. Managers and staff undertake detailed, clear and concise written risk assessments. Children are encouraged to assess their own risks and take responsibility for their own safety. For example, taking care when going down the steps from the mud area outside. This supports children to gain vital skills and prepare for their next stage of learning.

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

The newly appointed chair of the pre-school committee, management team and staff have a very strong vision for the future of the setting. For example, including the commissioning an 'individual learning' computer programme that will allow the parents to access their children's progress, current individual plans and daily activities to promote a

cohesive approach to learning. Staff demonstrate good knowledge and understanding of the educational programmes, enabling them to plan effectively for children's learning. Staff provide a varied and interesting range of activities which helps all children to develop and progress. Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Robust recruitment, vetting and induction procedures are also in place, ensuring adults working with the children are suitable to do so. These together with supervision and appraisal systems ensure that staff are suitable for their roles and have the opportunity to develop their skills and knowledge. This in turn has a high impact on the quality of teaching and care offered to children in the setting.

The manager and staff ensure that children are nurtured and looked after in an environment which is safe, welcoming and stimulating. Children enter the pre-school with confidence supported by staff and parents, to actively engage in their choice of play. Well-written policies and procedures are in place to ensure children's welfare and safety are met. These include a clear and concise behaviour management policy which is available for parents to read. Behaviour management procedures protect children from harm and neglect because the manager and staff have clear knowledge and a good understanding of the policy in place to guide and inform practice. These along with staffs vigilance and maintained ratios ensure children's safety is prioritised throughout their sessions.

There is good partnership working with other agencies, professionals and settings to identify children's needs and help them make progress. The management team evaluates the effectiveness of the pre-school. For example, they send questionnaires out to parents and have daily conversations at drop off or collection times where parents and staff can share their ideas. Therefore, the strengths and weaknesses of the provision are identified well. Parents and carers spoken to on the day are positive about the setting and in particular are happy with how their children enjoy their time at the pre-school. The use of a notice board, newsletters, displaying written plans about activities, keeps parents well informed about the setting and its policies. Consequently, parents have good opportunities to help shape the service provided.

### **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	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>	EY291747
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	964948
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Busy Kids@Bromham Committee
<b>Date of previous inspection</b>	20/01/2011
<b>Telephone number</b>	01380 859389

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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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