

# Inspection of Bizzy Kidz

225-227 Queens Road, Beeston, NOTTINGHAM NG9 2BT

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Inspection date: 24 October 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show positive relationships with staff. In the baby room, children go to staff for cuddles when they need comfort. Children in the toddler room smile when they hide behind staff and play peekaboo with them. Children are helpful and show that they enjoy the responsibility of completing tasks. For example, when staff ask them to tidy away toys, children in the pre-school room get a dustpan and brush and begin to sweep lentils off the floor. When staff begin to help them, children thank staff for helping. Children in the toddler room are encouraged to have a positive attitude to their learning. When they build a tower using plastic bricks and it falls down, staff encourage them to try again. Children persevere and receive praise when they build again, helping to raise their self-esteem.

Children have access to a range of age-appropriate books to support their learning. In the baby room, staff help children to develop their senses when they ask them to touch different textures in books. Children in the toddler room sit well to listen to staff read stories. They point to images they see on the pages, helping them to follow the story. Pre-school children are asked questions about the book and learn what an author and an illustrator do.

## **What does the early years setting do well and what does it need to do better?**

- Staff support children's communication skills well, including those who speak English as an additional language. For instance, in the baby room, staff sing nursery rhymes to support children's early speaking skills. Staff working with the pre-school children ask them a range of questions to encourage them to think and share their knowledge. This includes staff asking them how they are going to release toys that are frozen in ice. Children reply that they are going to hammer the ice.
- Additional funding that some children receive is used effectively to meet their individual needs. This includes purchasing craft resources, such as brushes and play dough, to support them to develop the muscles in their hands.
- Children with special educational needs and/or disabilities are supported well. Staff work with other professionals to identify targets to implement to help children progress. This includes helping children to hear the initial sounds of words to support their speaking skills.
- Staff attend supervision and appraisal meetings with the management team to help reflect on their practice. Some staff attend training that helps to develop their knowledge of providing children in the baby room with more independent choices in their play. This includes offering resources in baskets to enable children to choose what they want to play with.
- Staff attend training courses to develop their knowledge of how to promote children's oral health. They introduce activities for children to learn how to clean

their teeth. When new children start, they receive a toothbrush, toothpaste and sand timer to take home to encourage parents to support them with cleaning their teeth.

- Staff supervise children when they research information on the internet to follow their interests, such as to learn about spiders and dinosaurs. This helps to promote children's safety. However, staff have not developed their knowledge of how to help older children to identify potential risks and what to do when they use the internet at home.
- Staff support children to behave positively. For example, in the baby room, staff model how to use 'kind hands' and share for children to copy. In the pre-school room, staff help children to find solutions to problems, such as to take it in turns to sit on a pumpkin when children want to sit on it at the same time.
- Staff gather information from parents when children first start to find out their child's abilities. They use this information, along with their observations and assessments of children's learning, to help identify what they need to learn next. However, this information is not always shared fully across the staff team. At times, during children's play, other staff do not recognise how best to help some children with their learning. Therefore, sometimes, children do not make the progress they are capable of.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- support staff to develop their knowledge of how to help older children learn how to identify and what to do if they encounter potential risks when they use the internet at home
- strengthen the sharing of information between children's key person and other staff so that children's learning is further supported during their play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY351792                                                                          |
| <b>Local authority</b>                             | Nottinghamshire County Council                                                    |
| <b>Inspection number</b>                           | 10359892                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care                                                                     |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 92                                                                                |
| <b>Number of children on roll</b>                  | 114                                                                               |
| <b>Name of registered person</b>                   | Austin-Hare, Nicola Jayne                                                         |
| <b>Registered person unique reference number</b>   | RP513870                                                                          |
| <b>Telephone number</b>                            | 0115 925 7735                                                                     |
| <b>Date of previous inspection</b>                 | 19 December 2018                                                                  |

## Information about this early years setting

Bizzy Kidz registered in 2007 and is situated in Beeston, Nottingham. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, eight at level 3 and six at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for children age nine months upwards.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- The manager, pre-school room leader and the inspector completed a learning walk together of the nursery and discussed how the curriculum is implemented.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

We carried out this inspection 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.

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