



Bunnies Daycare

Inspection report for early years provision

Unique Reference Number	EY313941
Inspection date	20 March 2006
Inspector	Lynda Jean Bullock
Setting Address	The Old Bakery, Edgar Avenue, Stowmarket, Suffolk, IP14 2EF
Telephone number	01449 777 999
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Registered person	David Alexander Thompson
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bunnies Daycare has been open since September 2005. It operates from The Old Bakery, Stowmarket in Suffolk.

The group is privately owned and is registered to provide full day care for up to 17 children aged from 0 to under 8 years. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 37 children aged from 6 months to under 8 years on roll. Of these 7 children receive funding for nursery education. Children attending the nursery come from the surrounding town and villages. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 6 staff. Three of the staff, including the manager hold appropriate early years qualifications in childcare and education. Two staff are working towards a qualification in childcare.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in an environment which encourages good health and hygiene practises. Good standards of hygiene throughout the setting ensure children are protected from the spread of infection, for example tables are cleaned before meals with anti-bacterial spray and most staff have current first aid certificates. Children learn the importance of washing their hands before eating and after using the toilet. Babies are being introduced to good hygiene routines when staff talk to them about cleaning their hands before they eat. Effective nappy changing routines protect young children from cross contamination. Children are protected from illness and infection as the group has a policy about the exclusion of sick children. Children's health is further promoted as staff follow well documented policies and procedures regarding medication and accidents.

Children's need to rest and sleep are met effectively. They have their individual rest and sleep needs met which ensures they have the energy to enjoy and sustain their play and learning. Babies and young children sleep comfortably in cots and on sleep mats. Older children are able to rest on soft seating in the book corner according to their needs.

Children's dietary needs are effectively met with staff working closely with parents. Children with special dietary needs or allergies are well cared for. Information is displayed for staff giving excellent details to ensure children receive appropriate care. This is cross referenced to the kitchen for the cook to ensure they are not given any foods they can not have. Children are provided with regular drinks and food which are varied and nutritious promoting their healthy growth and development. Water is readily available to children at all times.

Children's physical health is promoted successfully as they have daily access to both indoor physical activities and outside play areas which helps to develop strong muscles and bodies. They move freely and explore the good range of activities provided. Children are enjoying and showing good levels of balance and coordination when they use the climbing equipment in the outside play areas. They eagerly take part in action songs and rhymes. Children confidently manoeuvre between the spaces and successfully manage to stop before crashing into each other.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and secure environment. Staff are vigilant regarding the management of the entrance doors, ensuring children can not leave the setting unsupervised. Both close circuit monitors and the visitors book help to maintain children's safety. Children are kept generally safe by the appropriate procedures in place with staff quickly addressing any safety issues. Children have a good understanding about keeping themselves safe when staff talk to them about walking inside and picking up toys so others do not trip over them. Some older children have a clear understanding about how to prevent accident when out walking and practice good road safety skills such as 'stop, look and listen'.

Children have access to an excellent range of toys and resources which meets their needs in all areas of development. These are easily accessible at child height to ensure children have equal access and gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as most staff have completed a child protection course and the setting has a policy in place available to parents. Staff have an excellent understanding of their role in child protection and are able to put appropriate procedures into practice when necessary to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled in the nursery. They show a good level of interest in the provided activities and respond to staff who interact well in their play. They enjoy whole group activities where they share stories and songs. Good use is made of the 'Birth to three matters' framework for children under three years old. They are provided with a lots of fun messy activities such as cornflour play.

After school children are provided with a range of appropriate toys and resources. They have a relaxed and friendly relationship with the staff. They have great fun playing children's card games which develop their understanding of the rules of the game, turn taking and counting skills. They happily share each others success at winning.

The quality of teaching and learning is satisfactory. Some staff have good knowledge of how children learn and a sound understanding of the early learning goals and the stepping stones to reach them. Children are making satisfactory progress towards the early learning goals. A key worker system is in place and staff know the children well. Staff are interested in what children say and do and manage children's behaviour well using positive strategies. Staff plan a range of adult led and free play activities for children to experience. They balance the day to be flexible enabling children to have group times, outside play and pursue their own interests. Some staff use good questioning skills enabling children to further explore the activities they are

involved with, such as what will happen when adding water to the sand tray.

Long, medium and short term plans are in place and refer to the stepping stones. However the use of observations and assessments are not being used effectively to plan for individual children's next steps of learning.

Nursery Education.

Children have good self-help skills. They are able to manage their own needs such as going to the toilet and pouring their own drinks. They are developing good relationships with staff and are keen to share their news with them. Children are cooperative and well behaved with staff managing their behaviour positively. They are learning to share and take turns. Children are beginning to be aware of others through themes and festivals such as homes and people who help us.

Children are using language effectively to communicate. They are confident to talk to staff, who encourage them to chat about what they are doing and what will happen next, such as when mixing water into the cornflour. Children handle books carefully and enjoy having stories read to them. They listen with good concentration. Children are beginning to use one handed tools and equipment such as brushes, scissors and play dough cutters to begin to develop writing skills. They have free access to mark making equipment. Some children are beginning to attempt writing for a purpose and write recognisable letters in their names.

Children are beginning to say and use number names, such as when counting the number of children present. Some children are able to count to 10 and beyond when making a brick tower. Children have few opportunities for developing their understanding of simple calculating and problem solving of one more or less through the daily routines. Most children are able to recognise and name different shapes and to use mathematical language such as big and small.

Children have regular access to a computer and children's understanding of information communication technology is being developed as they operate the mouse with increasing control. Children are beginning to develop a sense of time and place through the routines of the setting and activities provided, for example, when talking about what happened yesterday at group time and what will happen next. There are some opportunities for children to examine objects and living things closely to encourage their investigation skills, such as in the theme of senses when they examine a melon before eating it. Children are beginning to understand about similarities and differences through themes such as homes and people who help us.

Children explore colour and correctly name colours. They are beginning to experiment with mixing the colours together and talking about what's happening, such as when painting. Children explore different materials in the adult-led craft activities such as junk modelling, cutting and sticking. They have opportunities to express their own ideas when free painting and building with a range of construction sets. Children's imaginative play is fostered with role play activities such as dressing up and home corner. Children enjoy singing rhymes and ring games.

Helping children make a positive contribution

The provision is good.

All children experience a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity and understanding of others. They play with a varying range of toys that represent race, colour and age. Children with special needs and English as an additional language benefit from the effective systems in place which ensure that their specific needs are met.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. They have a good understanding of the group's rules and boundaries, they are aware of the group's routines and know what is expected of them. They see good role models in the staff, that they treat each other the children and the environment with respect. Children's behaviour is very good.

Children show pleasure and pride in what they are doing. For example, children eagerly share with each other their accomplishments when they win a game. Children show their art work to staff who give appropriate praise. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. They are warmly welcomed into the setting by friendly and approachable staff. Parents receive information about the setting in a brochure and can view the policies at any time. However little information is provided for parents about their child's learning within the Foundation Stage and they do not have opportunities to add to their child's assessment records. Children benefit from close relationships built between parents and staff when they verbally exchange information at the end of the day and through daily dairies. They, and their children, are supported through the settling in time. Therefore, children's care is supported through an appropriate working partnership.

Organisation

The organisation is good.

Children are cared for by staff who are mostly experienced, qualified and have an understanding of the needs of children. High adult to child ratios ensure children receive lots of attention to feel secure and settled. An induction procedure is beginning to be put in place to ensure all staff are aware of policies and procedures and are able to implement them. Children have opportunities within the daily routines, including outside play to develop in all areas of learning. Policies and procedures are in place, ensuring the safe management of the provision. However the complaints procedures do not meet the national standard.

The leadership and management is satisfactory.

Children benefit from the satisfactory leadership and management of the setting. Staff have clear job descriptions which are beginning to be used as a basis for appraisal. Staff support each other and work together well as a team. Training needs

are identified and opportunities provided for staff to access relevant courses, thereby enabling staff to continue to develop their knowledge and skills. The quality of care and education is not sufficiently monitored to ensure strengths and areas for improvement are identified and acted upon.

Overall, the range of children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the complaints procedure to meet current guidance in Addendum to the National Standards issued October 2005

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- monitor and evaluate the nursery education to ensure observation and assessment is effectively used to plan for individual children's next steps
- further develop partnership with parents to encourage them to be fully involved with their children's learning and provide opportunities for them to

add to their child's assessment records.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk