



## **Hanwell Bunnies Pre-School Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY248005
<b>Inspection date</b>	12 October 2006
<b>Inspector</b>	Julie Biddle
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<b>Registered person</b>	Hanwell Bunnies Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Hanwell Bunnies Pre-school Playgroup is a registered charity managed by a board of trustees who are also the voluntary management committee, made up of parents of children at the pre-school. It opened in 2002 and operates one hall within Hanwell Methodist Church, in the London Borough of Ealing.

A maximum of 34 children may attend at any one time. The setting supports children with learning difficulties and /or disabilities, and currently supports a number of children who speak English as an additional language.

The pre-school is open each weekday from 09:20 to 11:45 during term time. All children share access to a secure enclosed outdoor play area. There are currently 54 children on roll. Of these, 5 receive funding for nursery education. Children come from the local community.

Over half the staff hold appropriate early years qualifications. One staff member is working towards a qualification. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines. For example, they know to wash their hands after using the toilet and before eating, however, the reasons for this is not always reinforced by staff. Effective procedures such as staff wearing gloves for nappy changing, sustain good levels of hygiene and prevent the spread of infection. Children are well cared for due to the efficient procedures in place for first aid, accidents and medication, all of which are shared with parents. They are protected from unnecessary illness, as parents are clearly informed of illnesses within the setting.

The children benefit from a good healthy and nutritious diet where their individual dietary needs are taken into account. Children enjoy water or milk to drink. Children are learning about healthy eating as they enjoy snacks such as pineapple, banana, carrot sticks and plain biscuits. Children enjoy snack times, although their independence is not currently maximised at these times.

Children enjoy a range of energetic physical exercise that contributes to a healthy lifestyle. Children show great delight and excitement as they sing, dance and hide when playing with a parachute. Children are having fun and becoming proficient as they ride bikes and play with hoops.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment, they are greeted by staff with warmth and affection. There are good security measures in place, for example the main door is kept locked during the session with a bell for entry. The setting has a good fire evacuation policy in place, that is practiced regularly by the children and staff. The staff help keep the children in the setting safe because they are very vigilant in closely supervising the children and their activities. Good use of the available space is made enabling children to move around safely and with confidence. Children and their carers are happy and confident in the setting.

Children use a good range of developmentally appropriate resources, that enhance their play and learning. Children are safeguarded as staff check toys, equipment and areas used by the children on a regular basis to reduce any hazards.

The staff have a clear understanding of child protection issues and of awareness of the signs and procedures to follow if there are concerns about a child. Staff are encouraged to attend regular training to update their knowledge and understanding.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Younger children receive lots of attention and cuddles they have a strong bond with staff, which increases their sense of well-being and security. Interaction between staff and children is good, staff use good questioning techniques which enhances children's learning. For example "where are your eyes, can you show me your cheeks" Staff respond to children's requests and needs eagerly. Children settle well into the session and are very confident in the routine. Children have fun as they play enthusiastically with a range of toys and resources that meet their developmental needs. As a result children are stimulated, motivated and happy. Children are excited as they enjoy creative play and opportunities to sing familiar songs such as "See the little bunnies sleeping." Planning of routine and activities effectively support children's learning as staff have started to use the Birth to three matters framework.

### **Nursery Education.**

The quality of teaching and learning is good. Children have fun and play enthusiastically with a range of resources and toys. Children play confidently with each other and form good friendships. Warm relationships between staff and children are fostered. Children are eager to learn and are self assured in their play. Behaviour is generally good and children are able to share and play co-operatively with each other.

Children are beginning to mark with meaning, they are given the opportunities and tools to develop early writing skills. For example children can choose pens and pencils as they draw pictures, staff support children in their choice. Children are able to talk about colour and shape, some children are able to discuss quantity.

There are regular opportunities for children to count, some children can count to ten. Children have good opportunities to calculate as they sing for example "five little ducks." Children explore colour, texture and shape as they stick, paint or draw. There are good opportunities for children to experiment with creative resources. Children are developing good fine and manipulative skills, as they use play dough equipment.

Children are actively engaged in their play and activities throughout the session. They have good levels of concentration, this is because staff encourage the children to play and skilfully ask questions to motivate their learning. Children enjoy role play, they are encouraged by staff as they pour cups of tea and put their dolls to bed. Children have the opportunity to take part in various physical activities. They have great fun as they play games with a parachute

The children play well together, they are kind and considerate to each other as they share and take turns. They learn about the world they live in through resources and as they celebrate various festivals for example, Diwali, Easter and Christmas.

Staff have some knowledge of the Foundation Stage curriculum. Staff observe individual children's development, this is included in planning for children's next steps in learning.

## **Helping children make a positive contribution**

The provision is good.

The staff value and respect the children as individuals. They give them appropriate praise and encouragement to enhance their self esteem and confidence. The children have access to resources that promote positive images, thus learning about the world they live in. They learn for example, about festivals and traditions celebrated in the local and wider community. This positive approach fosters children's spiritual, moral, social and cultural development. Children's individual needs are recorded and respected by all staff. The setting has a thorough special needs policy in place and there is a named special educational needs co-ordinator. Staff work very closely with parents to meet the needs of all the children.

Children's behaviour is of a good standard. Children have an understanding of the boundaries and expectations of the setting, they are beginning to learn how to share and take turns. Staff have a great deal of respect for the children, this is evident in the children's behaviour and the calm and relaxed atmosphere created in the setting. Children are learning to be polite to one another, this is because staff encourage children to say please and thank you to each other. Children really enjoy playing together.

Staff have established effective communications with parents both verbal and written. Parents are encouraged to spend time in the nursery and discuss any issues with the manager or staff members. Good information is given to parents when they start in the setting, policies and procedures are available for parents to read. Regular newsletters mean parents are consistently updated with information and guidance. Parents comments are very positive and include; "staff are kind" and "staff take very good care of the children".

Partnership with parents is good. The setting has good systems in place to ensure parents are kept well informed about their children's learning. For example, reports are shared with parents on a regular basis, parents evenings are held half yearly, and they are shown the next steps in their learning. However, information regarding the Foundation Stage curriculum and plans are not available to parents at all times.

## **Organisation**

The organisation is good.

Staff have good understanding of their roles and responsibilities within the setting. This is due to the strong leadership of the manager, who works with the whole staff group to ensure they are clear of their individual role in the setting. Staff are effectively deployed to support children in their care, learning and play. Thus ensuring children are happy, secure and confident. The required documentation is in place and is very well organised. As a result the children's care is enhanced.

Leadership and management of the setting is good. The manager and provider have a very strong commitment to training and the professional development of the staff. The manager and staff regularly reflect, monitor and improve the quality of the care and education provided. The manager and provider ensure a robust recruitment procedure is in place, meaning children

are well protected and safe. Children benefit from the positive working relationship between parents and staff. They share all relevant information with them, and respect their wishes.

The setting meets the needs of the of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider agreed to ensure children can access resources that reflect people who have a disability. This has been completed meaning children can access and see a range of resources that reflect positive images of people with disabilities.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 good.

### **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 enhance staff's understanding and delivery of the Birth to three matters framework.
- use everyday activities and routines to extend children's opportunities for independence and learning
- extend the opportunities for children's independence at snack times.

#### **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):

- ensure information regarding the Foundation Stage curriculum is available to parents at all times

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)