

Bunny Park Day Nursery

Inspection report for early years provision

Unique Reference Number	118113
Inspection date	26 June 2007
Inspector	Elizabeth Juon

Setting Address	37 Manor Court Road, Hanwell, London, W7 3EJ
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Registered person	Alina Balysz
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Type of inspection	Integrated
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Type of care	Full day care
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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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Bunny Park Day Nursery registered in 1986. It operates from an annex of a house situated in a residential area of Hanwell, London. A maximum of 24 children may attend the nursery at any one time. The nursery is open from 08.00 to 18.00 during 48 weeks of the year, closing at Christmas and Easter. All children share access to a secure outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these 21 children receive funding for nursery education.

The nursery employs six permanent staff working with the children, three peripatetic specialist teaching staff, a cook and cleaner. All the permanent staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children clearly thrive because the staff follow highly effective and robust hygiene procedures and practices. These meet the children's physical, nutritional and health needs. For example, children are consistently protected from cross-infection as they have individual towels and clean flannels to wipe their hands and faces after eating. Children independently and enthusiastically wash their hands at appropriate times with little adult intervention. The caring adult support and guidance, through daily practices, helps children become increasingly independent in their personal care. Children receive appropriate treatment if they have an accident as the staff have first aid training and the first aid box is well stocked and easily accessible. Staff accurately record accidents, incidents and medication administered on the premises and ensure parents sign these, promoting children's welfare effectively.

Children enthusiastically explore and develop physical control in stimulating daily indoor and outdoor experiences, such as playing on the climbing frame or gardening with appropriate tools and enjoying dancing activities. The children have a positive attitude to physical exercise as part of their daily routine and take pleasure in a versatile range of activities.

Children can rest and sleep according to their needs. They sleep on comfortable, clean bedding cuddling their favourite toy, in a quiet room. Staff monitor them regularly to ensure their safety.

Children can access their drinks throughout the day to ensure they remain hydrated. Children thoroughly enjoy fresh fruit at snack time and are also able to eat a biscuit. The menu clearly demonstrates that meals are well balanced and take account of the individual and cultural needs of all children. Food is freshly prepared on the premises ensuring children are well nourished. The kitchen is clean and suitable for the purpose; a recent environmental health report commended the good hygiene standards in the kitchen. These thorough hygiene standards keep children safe from infection. Children are beginning to understand about healthy and unhealthy foods through activities such as preparing their own fruit kebabs and eating produce they have grown in the garden. This effectively reinforces their understanding of a healthy diet.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The premises present a very appealing atmosphere for the children. Children have space to move freely and great emphasis is given to making sure the environment is organised to aid children's development. The rooms are skilfully set out into defined spaces, such as reading, creative and role-play areas. Children's art work is valued and displayed and this raises their self-esteem. The children have space to play and can easily access the variety of interesting resources that are in good condition. There is ample child-size furniture and children enjoy sitting in the comfortable book area to look at books and tell each other stories. The children move from one area to another choosing equipment and activities independently. The staff ensure children can easily reach necessary items like their coats, which are on child height coat pegs. This significantly enhances the children's independence and development. The large, interesting garden is an asset to the nursery and children can use it on a daily basis to boost their learning with a variety of stimulating activities.

The risk of accidental injury to children is skilfully minimised. Staff are extremely vigilant and use methodical risk assessments to reduce potential hazards and carefully check the nursery setting on a daily basis. Children are safe in the nursery as there are effective security systems for entry into the building, and both the arrival and collection of the children is monitored. Visitors sign-in to ensure children's safety. Staff supervise children well both indoors and out. Children are beginning to learn how to keep themselves safe by taking turns on the equipment and practising the fire drill with staff to ensure they leave the premises quickly in an emergency. Staff make certain that safety apparatus is in place, such as soft mats under the climbing frame to provide a soft landing for children should they fall. Children are able to take risks under the guidance and supervision of staff for example, hanging upside down from the climbing frame. This provides excitement and challenge for children. Clear and comprehensive policies help maintain a safe environment for children. Children learn about what is dangerous and how to keep themselves safe through topics and visitors to the nursery, such as the community police officer.

Children are well protected by staff with a thorough understanding of child protection maintained and updated through training. The nursery has current procedures for staff to follow should concerns arise about a child in their care. This promotes the importance of children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enter the nursery enthusiastically and settle very quickly to activities, happy and eager to participate. They are familiar with the daily routines and on arrival find their names on the coat pegs and hang up their coats and bags. Children achieve extremely well because the staff are skilled and use their considerable understanding of early years guidance to provide high quality care and education to the children. Extremely warm, caring and relaxed relationships are evident between children and staff as they talk and laugh together while playing. Staff have a first rate knowledge of the Birth to Three Framework and use it to plan activities to interest and entertain the children under three, meeting their individual needs and helping them to make progress. Children benefit from the staff's highly skilled ability to balance their time interacting with children effectively at appropriate moments or leaving children to develop their own fun for example, in the home corner. Children's care is significantly enhanced by efficient and effective organisation of the daily routine to promote children's wellbeing and support and develop their potential.

Nursery Education

The quality of teaching and learning is outstanding and consistently challenging for children. Children are making excellent progress towards the early learning goals. Staff understand children's needs and provide a wide range of interesting and stimulating experiences to move them on to their next stage of learning. Staff have a secure knowledge of the Foundation Stage and use this well to plan the curriculum. Access to very good resources and interaction from the adults sustains children's interest and successfully enables them to develop their play. Children are allowed to experiment in their own way, in their own time. For example, children choose the items they need to construct, paint, write or play in the home corner. The resources are easily accessible and children become independent for example, collecting their own puzzles, completing the task and putting away. The activities are linked to a theme and to a stepping-stone; in conjunction with observations of children and their individual play plans, this promotes children's individual learning. Staff sit alongside children to ask questions and

extend their learning, resulting in children being focused and able to learn. The children benefit from the input of a qualified teacher on three days of the week. The children sit in small groups and discuss and complete short activities, such as recognising words and linking sounds and letters.

Children have abundant opportunities to develop their creativity and imagination through arts and crafts, role-play and dressing up. Staff provide an environment that reflects the background of the children and the wider community. They are beginning to learn about cultural festivals, such as St. Patrick's Day, in planned activities. The weekly French lesson enhances children's understanding of the world and that people speak other languages. They are beginning to learn simple songs in French. Children use the computer with confidence each day and learn using a varied selection of educational games. Children use technology in every day situations playing with the till and telephone.

Children are friendly, helpful and cooperative. They tidy away when asked and help serve the snack. They are developing useful social skills and staff act as good role models for the children. Children use a range of small equipment with increasing dexterity and for the correct purpose, such as scissors. Outside they are developing physical skills, such as climbing and pedalling. The garden is used to its full potential to enable children to gain physical dexterity on the apparatus and also to plant and grow vegetables. The children are learning where food comes from and how to care and tend for the plants. Children show pride in their achievement and are looking forward to the tomatoes growing.

Skilful and effective use is made of time and resources during the day to include aspects of all areas of learning giving children opportunity to learn numbers, recognise letters and sounds, enjoy books, sing and dance. A dance teacher comes into the nursery each week to provide a music and movement session enabling children to improve their coordination and physical development. Children are improving their emergent writing skills and handwriting and can recognise their written name. Children have good access to the written word and understand that print carries meaning.

Staff use a variety of teaching methods to help children learn, they ask questions that make children think. The key workers use an effective system to observe, monitor and record children's achievements in their development files, and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is outstanding.

The staff are conscientious in their efforts to ensure that the individual needs of the children in their care are met. There is an effective key worker system that ensures every child is well known to all members of staff. Staff are skilled in valuing children's contributions and display their work attractively on the walls of the nursery. Children easily access age appropriate resources provided by the staff and make choices. Children have opportunity to learn about differences in cultures through the diverse backgrounds of the children and staff, looking at different festivals and having access to resources which present positive images of society, for example, the small world family. They also learn about helping others, such as fundraising to support charity and taking part in the Barnados Toddle.

There are good quality procedures in place to enable the staff to support children with learning difficulties and disabilities although none currently attend the nursery. Staff continue to access training in this area and maintain close links with other supporting professionals.

Children behave very well. They are beginning to learn what is right and wrong, have good manners, take turns and cooperate. Staff reinforce positive behaviour with praise and encouragement and the consistent use of boundaries. Children are kept busy and involved at all times so they do not become bored or frustrated. Children are beginning to learn valuable social skills such as sharing. They enjoy each other's company and play together closely, developing relationships. The staff provide good role models by being kind and friendly and children respond well to them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. This excellent partnership contributes significantly to children's wellbeing in the setting. The staff actively seek parents' views about their children's needs and interests before their child starts at the setting, and on a regular basis throughout their time in the nursery. Parents receive information about the setting and the Foundation Stage curriculum; they have access to policies and procedures and other information on the notice board. A newsletter goes out to parents and provides information on topics. Parental involvement in children's education is actively encouraged, such as taking books home or Grey Rabbit each weekend. Parents then help children to write about the rabbit's adventure at their house. Staff ensure that all parents know how their children are progressing and developing through verbal exchanges and the use of the development file with photographs of children's achievements. These steps ensure extremely effective continuity of care for the children. Parents attend a variety of events during the year, such as the summer garden party.

Organisation

The organisation is outstanding.

Children's care and enjoyment is greatly enhanced as the premises are well organised and space is laid out to maximise play opportunities. The rooms are bright and appealing to the children. The nursery is small and that provides a homely atmosphere within which children feel secure. The organisation and planning in the nursery enables children to learn and develop while having fun. Children benefit from staff who work as a cohesive team and have a commitment to continually improving their practice within the nursery. Staff are actively encouraged to attend a variety of training which ensures they keep up to date with current childcare practice. Space, time and resources are very well organised to encourage children's decision making. High staff child ratios are maintained to effectively support and safeguard children throughout the day. The provision of peripatetic teachers enhances children's overall development. This contributes to children's enjoyment, achievement and ability to take an active part in the setting.

Robust systems are in place for the vetting and recruitment of staff working directly with children. This ensures children are protected and cared for by staff who are suitable and have a knowledge and understanding of child development. The excellent record keeping systems effectively promote children's health, safety, welfare and individual needs. All regulatory documentation is in place, up to date and stored securely to maintain confidentiality. Extensive written policies and procedures support the staff in their practical work and safeguard children's welfare effectively.

Leadership and management are outstanding. Staff demonstrate an excellent knowledge of the Foundation Stage and are involved in planning the curriculum to help children develop.

Staff meet regularly to discuss children's progress. The staff understand their roles and responsibilities and the key worker system ensures children's developmental records are maintained accurately to record children's ability and achievement. The provider, who is also the manager demonstrates an understanding of the nursery's strengths and cites the consistent staff team and the provision of good quality activities to encourage children's development in all areas. She is aware of the need for continual improvement but is at present confident of the good quality care and education on offer to children in the nursery. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Care inspection the provider was asked to ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) Procedures and to obtain written permission from parents for emergency medical advice or treatment.

The nursery has made these improvements. The child protection procedure complies with current guidelines and parental consent to seek emergency medical treatment is in place. These measures safeguard the welfare of the children attending the nursery.

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

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

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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