

Bunnies on the Green

Inspection report for early years provision

Unique Reference Number	144090
Inspection date	16 July 2007
Inspector	Rebecca Hurst
Setting Address	60-62 Stockwell Road, London, SW9 9JQ
Telephone number	0207-738-4795
E-mail	
Registered person	Beverley Jane Stovell-Douglas
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 good.

WHAT SORT OF SETTING IS IT?

Bunnies on the Green Nursery opened in 1991. The nursery operates from the United Reform Church premises in Stockwell, and has use of two group rooms, kitchen, toilet and washing facilities, office, hall and outdoor play area. The nursery serves families from the local area.

There are currently 13 children from two to five years on roll. This includes seven funded three year-olds and three funded four-year-olds. The setting currently supports a number of children who speak English as an additional language and children with learning difficulties and/or disabilities needs.

Three members of staff work with the children plus the Proprietor who has a Montessori qualification. The group adheres to Montessori principles of teaching. The nursery receives support from Lambeth's advisory teacher.

The group opens five days a week throughout the year, except for the usual bank holidays and two weeks closure at Christmas. Operating hours are from 08.00 to 18.00. Overnight care is not provided.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting is hygienically maintained and the floor and play equipment are cleaned thoroughly on a regular basis, so that the children's health is promoted by the staff. The children's welfare is further promoted as the staff have concise policies and procedures they follow when a child is ill. Staff are first aid trained, should a child require first aid treatment and all of the documents for the recording of accidents and medication are in place and clearly recorded. Staff are good role models to the children as they make sure the children are aware of why they need to wash their hands and the importance of personal hygiene.

Children engage in a range of physical activities which they participate in on a regular basis. These activities are successful in promoting and developing the children's well being and helping with their co-ordination and balance, such as stepping stones, hopscotch and bat and balls.

The children have regular healthy and nutritious drinks and foods, which are adequate in quantities for the children's needs. A cook prepares the food and it complies with the children's religious and dietary requirements. Although staff display details of children with allergies and special dietary requirements, they are however spread around the kitchen on scrap pieces of paper which staff cannot see clearly in one glance. This leads to the staff having to look around the kitchen finding the details of the children. The children gain independence during meal times as a helper is required to help set the table with cutlery and tablemats with the children's names on. The children also serve themselves food and water and the staff encourage all of the children to try foods such as salads and fruit. The children are aware through topic work of the importance of eating five portions of fruit and vegetables a day and they happily count the amount they have eating with the staff. The staff help the children to develop an understanding of the fruit the children are eating as they name the fruit before they give it to the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure. The children have sufficient space to play in as the staff have organised the rooms well in a building that is suitable. The children have access to a range of resources and facilities that promote the children's development. For group time the children are divided into age appropriate groups ensuring they are cared for in a welcoming environment. The staff welcome the children into the setting in a warm and inviting manner which allows the children to have a sense of belonging.

Children have access to a broad range of resources that allows them to gain independence with their choices. However the resources are not labelled, which can allow for confusion with the choices the children make. The resources are well maintained and they conform to safety standards. Staff and children participate in regular fire drills, which ensure everyone is aware of what to do in an emergency.

Staff regularly undertake risk assessments of the building and play areas which allows the children to move around safely, freely and independently knowing that any actions that are highlighted are acted upon quickly. Child protection procedures are complied with inline with the safeguarding children's board. Staff working in the setting have an understanding of the

effective steps that are needed to protect children from neglect and abuse. The manager is aware some of her staff require refresher training on the subject and is organising training for them.

Helping children achieve well and enjoy what they do

The provision is good.

The children attending the setting are happy, secured and settled. They are enthusiastic on arrival and participate in the activities and play opportunities that are provided for them. The children are fully aware of the routine of the day and need little reminding from the staff of what happens next and what they need to do. For example, as the member of staff was preparing group time the children asked the staff if they needed to go and wash their hands for the day of the week activity. The staff consistently praise the children with the work they are doing and with their behaviour, which builds the children's self-esteem.

When the children start at the setting the staff assess them and continually write assessments on their progress of development. The children have a good use of language, and they continually use questions to aid their learning and the staff are skilled in answering them. All of the children enjoy expressing themselves through singing and will sing whilst they walk to the toilet and during group sessions.

Nursery Education

The quality of teaching and learning is good. The staff set out a broad range of activities for the children that cover the six areas of learning. Planning is well thought out and comprehensive, all staff are aware of the learning intentions of the activities being set out for the children because they have a strong knowledge of the Foundation Stage. Staff assess the children when they start at the nursery to find their starting point and they continue to assess the children throughout the children's time at the setting. Staff regularly complete written observations on all of the children, however there are inconsistencies with the next steps of the observations not being completed. This allows the staff to see what the children need to do next to progress their development. Staff also write transition reports when the children leave the setting for their new school, which shows the progress they have made. The children have access to all of the resources to aid their independence of choice.

All of the children enjoyed drawing about their weekend and explaining to their peers and the staff what they have drawn. Once they had finished their drawings, the younger children go to the staff where the staff write down the explanations from the children. The older children make good efforts of writing on their drawings the activities they participated in at the weekend. The children have their work displayed around the setting and these include examples of the children's early mark making and writing skills.

All of the children eagerly participate in a group session were they are asked the day of the week, the month, the year, the season and the colour of the week. The children show great enthusiasm in answering the questions and in spelling out the words with the use of phonics. This is combined with maths as the children pronounce the letters three times. When a child says the letter more than three times, another child corrects him and says 'no you are meant to say it three times; you said it more than that'.

Whilst outside in the garden the children find a ladybird on the ground, a member of staff notices the children's interest and comes to see what they were doing. The member of staff

picks up the ladybird and places it on a bat. The children hold the bat and take a closer look at the insect. The staff ask the children questions such as, 'what colour is it?' and 'what insect is it?' Staff are able to sustain the children's interest in the subject and when they gradually lose interest, the member of staff engages the children in another activity.

Helping children make a positive contribution

The provision is good.

The children's spiritual, moral, social and cultural development is fostered well. Children are welcomed warmly into the setting. The children receive good care because the staff team are experienced and skilled in identifying and meeting the children's individual needs. The children develop a sense of security and good self esteem because the staff have developed a good partnership with parents and carers that takes in the children's cultural and individual requirements. The children are openly encouraged to learn about the wider world in which they live, because the staff help the children to celebrate various festivals through out the year. The staff also involve the parents by asking them to come in and share their knowledge of their own festivals with the children. The children openly talk about their trips to the local church or mosque. The children all sit down at lunch time and say grace before they start their meal.

Staff are consistent with their approach of managing the children's behaviour, as a result the children's behaviour is good. Most children are polite and show consideration to others, however, some staff are inconsistent when encouraging good manners with the children, such as, saying please and thank you. Staff work well with parents to ensure children who have English as an additional language are supported well and are able to communicate their needs during the session. Staff working with these children have ensured they have made considerable progress with their language skills. Staff are also aware of children with learning difficulties and/or disabilities and they work with the parents to ensure the children receive adequate support from themselves and other agencies, such as speech and language therapist.

Partnership with parents and carers is good. Parents regularly receive newsletters informing them of what is happening within the nursery and the current topics being looked at. The most recent topic involves the children looking at healthy eating and the five portions of fruit and vegetables a day. The staff ask the parents to bring in fruit so the children can learn about them. When this topic finished the staff asked for feedback and the parent's request that the nursery allow them to carry on bringing in the fruit and for the staff to give to the children. The provider took this on board and has been carrying on with this idea. The staff arrange parent's evenings so they are able to provide feedback and a progress report to the parents about the children, which is a great success. The parents also receive transition reports when their children leave the setting to go to school.

Organisation

The organisation is good.

The setting has all of the relevant policies and procedures in place that contributes to the health and welfare of the children. The policies and procedures are organised into the 14 National Standards, and reviewed annually. Most policies are up to date to reflect current practice. Children and staff's attendance are clearly recorded at the start and end of the day, to help promote children's safety. However, staff members do not consistently sign in and out at lunch times. The provider ensures there are rigorous procedures in place for the recruitment and vetting of staff working on the premises.

The children are confident and independent learners and they are able to play and learn in an environment that has been well organised and where they have access a range of resources and gain independence with their own personal hygiene. Parents of the children attending are kept informed about the service that is being provided and the activities the children participate in on a daily basis. Parents share activities the children have done over the weekend, which helps to contribute to continuity in the children's care.

Overall the setting meets the needs of the range of children for whom it provides care.

The leadership and management are good. The provider has a strong commitment alongside the staff to improve and develop the setting. The provider makes good use of the support from the local authority and other agencies. All of the staff promote equality of opportunity and they make sure discrimination is tackled effectively, this is to ensure the children make good progress in their care and development. The provider is proactive in ensuring the staff receive frequent training this allows them to be motivated and experience to look after the care and welfare of the children. The provider plays an active role in the running of the setting on a daily basis, and is able to offer help and support to the staff. However, the system to monitor the children's observations in order to identify the next steps of the children's development is inconsistent. The provider and the staff are proactive in promoting an inclusive setting in which every child matters.

Improvements since the last inspection

At the last inspection the provider was asked to obtain a copy of 'What to do if you're worried a child is being abused' and to ensure a nominated person has received training on child protection issues. The provider was also asked to include allegations against staff in her child protection policy. The provider is the nominated person for child protection in the setting. The provider has received up to date information on child protection issues and has ensured this has cascaded down to her staff so they are aware of all child protection issues and what to look for. The provider has also obtained a copy of 'What to do if you're worried a child is being abused'. However, the written policy does not refer to the safeguarding children board.

The provider was asked to improve the organisation of the nursery so that the children had space to move freely and that they could make choices about their play. Staff and the provider have worked together to ensure the children are able to access all of the equipment and resources so that the children can make independent choices with what they can play with. The provider was also asked to ensure all staff are aware of planning and the organisation of the curriculum. The provider has sent all of her staff on training to improve their knowledge and understanding of the Foundation Stage and although one member of staff writes the planning all staff are aware of the learning intentions for the children and they are also aware to look for the children's strengths and weaknesses so they can plan for the children's future development.

The provider was asked to make sure parents are aware of where the settings policies and procedures are stored and to make sure all information that is available to the parents is up to date. The provider stores all policies and procedures in the office where parents are able to access these. The provider also provides the parents with regular newsletters and updates that inform them of any changes within the setting and if any policies and procedures change the provider informs the parents to keep them up to date with the changes. The provider was also asked to make sure all fire notices contain relevant information. The provider has updated all

fire notices to include what to do in an emergency and the place of safety the staff and children need to head for in an event of an emergency.

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.

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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):

- ensure child protection policy is updated to reflect the changes to the safeguarding children board
- improve the information displayed regarding children with special diets
- review the systems for recording staff attendance during break periods.

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 all records contain the 'next steps' to progress the children's development (also applies to care).

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