



## Little Bunnies

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295702
<b>Inspection date</b>	27 June 2005
<b>Inspector</b>	Marianne Gascoyne

<b>Setting Address</b>	Unit 14, Hardwick industrial estate, King's Lynn, Norfolk, PE30 4NE
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<b>Registered person</b>	Donna Louise Jarvis
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Little Bunnies Day Nursery opened in 2005 and operates from three rooms together with ancillary services, in a purposely converted industrial unit. It is situated on a large industrial estate on the outskirts of King's Lynn. A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00 for 50 weeks of the year. All children share access to a secure, purposely designed outdoor play area.

There are currently 55 children aged from ten weeks to under five years on roll. Of these, one child receives funding for nursery education. Children come from a wide catchment area, as most of their parents travel in to work on or around the industrial estate. The nursery currently supports a small number of children with special educational needs.

The nursery employs eight members of staff. Six of the staff, including the manager, hold appropriate early years qualifications. The two unqualified members of staff are currently working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are protected from the risk of cross infection by the high standards of hygiene and cleanliness throughout the nursery and the clear policy with regard to sick children. Staff follow effective procedures when nappy changing and older children are generally learning the importance of good personal hygiene when hand washing. The facilities for hand washing encourage children to wash with soap and hot water to ensure risks to their health are minimised. The nursery is planning to introduce the use of toothbrushes to help children to learn about dental hygiene.

Procedures for checking the temperature of hot meals and heating food supplied from home, are effective in ensuring there is no risk to children from the food they eat. They are well nourished by the nutritious snacks of fruit and meals made from fresh ingredients which the children enjoy. They are able to access fresh drinking water to quench their thirst at all times.

Following the individual sleeping and eating routines of babies ensures their emotional needs are met as they are helped to get off to sleep in the way they are settled at home. The toddlers physical and emotional well being is assured as they choose when they would like to lie down for a rest.

Staff qualified in first aid are present in each room to ensure children are safeguarded.

Children have opportunities for physical play in the small outdoor area as they ride bikes around the road track, balance and use balls and other equipment. The nursery is currently investigating facilities to enable children to benefit from more vigorous physical exercise. Children are not always being made aware of the effect of exercise on their bodies.

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

The provision is good.

Children are able to play in a safe, secure environment due to the daily risk assessments completed in each room and more detailed of assessment of potential

dangers to ensure risks are minimised. They learn about safety in the sun as sun cream is applied and they are reminded to wear hats when playing outside. Children are learning about fire safety through regular drills and visits by the Fire Officer. Effective fire safety measures are in place in the building to protect children.

Parents and children feel welcome in the attractive environment created throughout the nursery by displays, furniture and equipment. Children are able to sleep, play and eat in comfort in all areas. There is an appropriate range of safe toys and equipment to meet children's needs.

Several members of staff have attended training in child protection and the induction procedure, together with posters displayed in every room, ensure they are all aware of the procedures necessary to protect children.

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

The provision is satisfactory.

Children enjoy their time in the nursery. They are happy, confident and secure due to the high adult to child ratio and interesting activities offered. Children's individual needs are respected and routines followed to ensure they feel secure.

In the baby room children respond to the warm and gentle care offered. They are held and cuddled to comfort. Effective relationships are placed with the adults in the room and there is good eye contact and interaction to develop the children's play. Children enjoy exploring man made and 'junk' resources and some babies enjoy opportunities to play with water. Staff do not always talk to children sufficiently, use books or provide them with activities to maintain their interest when unsettled.

Toddlers enjoy fun activities as they explore shaving foam and use glue and collage materials to create. The layout of the room and lack of clear roles for staff results in children playing together as a whole group and does not encourage children's independence and decision making skills. Children are not always encouraged to make full use of all the equipment by the way it is presented to them.

Staff are due to attend Birth to Three Matters training shortly to develop their knowledge and help them to plan and provide a range of stimulating and appropriate activities.

### **Nursery Education**

The quality of teaching and learning of children in the pre-school room is satisfactory.

Staff have an awareness of the early learning goals and use questioning and discussion very effectively with children to develop their play and learning. Staff sickness and consequent changes to the staff group means staff present have not been involved in planning. It is the first day for the room supervisor. Children's assessments have not yet been completed to ensure their progress is monitored and activities planned to ensure they make progress. Documentation and systems are in place to enable staff to record progress through observations and plan the next steps.

in children's learning. Plans and evaluations show that prior to the ill health of the supervisor plans were in place and children were making effective progress in their play and learning.

The small group of children attending happily take part in activities. Their self esteem is enhanced as they willingly contribute at group time. They are encouraged to communicate confidently and their vocabulary is developed as they listen attentively and take part in a telling story. They are interested and engrossed in the activities provided, playing for concentrated periods. They add water to dry sand, notice the change and ability to use the sand for different purposes. They work out which objects float or sink as they play with water and are encouraged to develop their use of language and understanding of mathematics as they consider the capacity of different containers.

Children are encouraged to role play by the adults as they visit the doctor and learn about x-rays and bandages. The exciting changes made to an area of the room as part of the project on space demonstrates how children's creativity has been encouraged while their knowledge and understanding developed.

Children are not fully encouraged to make decisions about the activities they wish to undertake or to select items of interest to them as individuals. They get on well with the adults and each other and friendships are enjoyed.

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

The provision is satisfactory.

Children's individual needs are met and the wishes of parents followed to assist in their transition from home to nursery. The two year olds are helped to become aware of their own needs through gentle questioning 'are you feeling tired - would you like your blanket?' and encouragement to have a rest. Resources are available to help children's understanding of different cultures and disabilities and a set of 'Querks' has recently been obtained to help develop children's awareness and positive attitudes towards differences.

The setting is very proactive in supporting children with additional needs. They work closely with parents and other professionals to ensure the children are fully included in the activities and receive the support they need to assist with their development.

Children are generally well behaved responding to the role models provided by staff. They are not always being helped to take responsibility for their behaviour through explanation and the language used is not always positive to help their understanding.

Children's spiritual, moral, social and cultural development is fostered as children help each other; behave well and are praised for doing so; join in with conversations and are encouraged to express ideas. Resources and activities to celebrate the festivals of different cultures help them develop positive attitudes.

The partnership with parents is satisfactory.

Staff work closely with parents to help babies to settle happily in the nursery. Parents are encouraged to stay with their child as long as necessary and are able to sit in a comfortable chair to comfort their child. A daily diary for children under three informs parents of children's physical needs, food eaten etc. It does not help parents to fully learn of the activities their children have undertaken or progress made.

An attractive brochure ensures parents are well informed and includes clear, easy to read information regarding the early learning goals to help their understanding of the Foundation Stage. A newsletter is currently being produced to provide parents with information about the members of staff and activities taking place.

Children's assessment records are not yet being used to inform parents of their children's progress and enable parents to be involved in their children's learning. Parents express their satisfaction with the nursery and particularly like the way the nursery meets individual needs.

## **Organisation**

The organisation is satisfactory.

Children receive the care they require from suitable adults. Room leaders are all appropriately qualified to ensure they have the knowledge and skills to care for children. Unqualified staff are all currently working towards qualified status and being assessed in the workplace for National Vocational Qualifications. The presence of both a supernumerary manager and deputy ensures children and staff are well supported. Children are protected by clear recruitment and vetting procedures. The induction process ensures staff are aware of emergency procedures and the policies which underpin the operation of the nursery.

Opportunities for children are not always maximised by the organisation of the rooms and deployment of staff to ensure they have clarity regarding their roles. A key worker system is in place. It is not used effectively to ensure consistency of care for all children.

The appointment of a deputy manager who also has administration skills is ensuring that documentation is up-to-date. All the necessary policies and procedures are in place and documentation well organised to assist the smooth operation of the setting and protect children's well-being.

The leadership and management of the setting is satisfactory. The manager has a clear vision for the future of the nursery and is committed to improving practice. She provides a good role model and her enthusiasm motivates staff. Staff supervision and appraisal promotes the development of staff knowledge. Serious health difficulties with key staff have led to problems in maintaining the development of nursery education in the setting.

Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable. This is the nursery's first inspection.

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

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

### **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):

- develop the key person system to maintain consistency and continuity of care for children attending and ensure parents are well informed regarding their children's progress
- ensure children have a choice of activities to provide for all their developmental needs throughout the nursery

#### **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):

- involve all the staff in the development of planning to ensure they have the knowledge necessary to develop children's play and learning and use assessments of progress to plan for children's individual learning.

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