

Little Bunnies

Inspection report for early years provision

Unique Reference Number	EY295702
Inspection date	31 January 2008
Inspector	Margaret Elizabeth Roberts
Setting Address	Unit 14, Hardwick industrial estate, King's Lynn, Norfolk, PE30 4NE
Telephone number	01553 765 656
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Registered person	Donna Louise Jarvis
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?

Little Bunnies Nursery opened in 2004. It operates from three rooms in a specially converted building situated on an industrial estate in King's Lynn, Norfolk. 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 enclosed outdoor play area. There are currently 100 children under five years on roll. Of these, 44 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 22 staff. Of these, 21 hold appropriate early years qualifications and 10 are working towards further qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted because of the very good standard of hygiene that is maintained throughout the nursery. The registered person has implemented good practices to help to reduce the spread of infection. For example, persons entering the nursery are asked to clean their hands with an anti-bacterial wash and staff wear disposable aprons and gloves when dealing with bodily fluids. Although staff do wear disposable gloves when handling food they do not wear aprons which means that children's health could be at risk as staff have often been playing in the sand with children prior to serving meals. Children learn about personal hygiene through the daily routines such as the regular washing of hands and the brushing of teeth after eating. Children's medical needs can be met well because all staff are trained in first aid. First aid boxes are available in each room and relevant documentation is maintained with written parental permission sought for the seeking of any emergency medical advice or treatment. Children are further protected from the risk of infection as the nursery has a policy on the exclusion of children who are ill or infectious.

Children are well nourished and have good opportunities to learn about healthy eating because the setting provides them with regular drinks and meals that are nutritious and comply with their dietary and religious needs. Children's independence in the pre-school room is promoted as they help to prepare fresh fruit for snack times. Monitors are chosen and are provided with child-sized utensils to cut up bananas, peel satsumas and remove the stalks from grapes. Children benefit from a snack bar system where they are able to come to the table in small groups and enjoy a social occasion with their friends. Toddlers and older babies are encouraged to feed themselves, whilst young babies are held when being bottle fed. Menus include breakfast, a hot midday meal and afternoon tea, all of which are prepared in the kitchen by a qualified chef. Children are able to access fresh drinking water throughout the day to ensure that they do not go thirsty.

Children enjoy varied opportunities to experience large physical play and develop their skills in the enclosed outdoor area, where they have access to a range of equipment. All children in the nursery have the opportunity to use the outside area which helps to contribute to a healthy lifestyle. Once children are old enough to join the pre-school room they benefit from being taught by a professional sports coach who takes them in sports lessons once a week. Children thoroughly enjoy these lessons where they have an exceptional rapport with the coach. They show control in running around in different ways without bumping into one another, laughing with enjoyment when they are instructed to run forwards, backwards or sideways. They are taught how to throw accurately with bean bags over arm and underarm, often throwing them long distances and on occasions over the fence, accidentally, of course! They show their expertise when skipping and also clapping in time to different rhythms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and well cared for in premises that are secure and suitable for their purpose. The nursery ensures that the environment gives children good access to a range of facilities that promotes children's development. The premises are clean and well maintained, welcoming to both children and parents. The displays of children's work and photographs showing them taking part in activities, helps to give them a sense of belonging and reflect on what they have

been doing. Children have space to play freely, to be active, quiet and rest or sleep. Babies are provided with cots but most of them, at parents' request, sleep on small mattresses on the floor in a quiet area of the room. Staff are vigilant, checking regularly on sleeping babies to ensure their safety, but the area is not screened off and toddling babies can gain access and might trip over or fall onto others. Older children independently access the bathroom area and appropriate facilities are provided for nappy changing. Children in the toddler room sometimes have to use the potty in full view of others and this encroaches on their privacy. Children use a range of equipment that is suitable and safe, helping to meet their varying needs. Children can safely access resources, making decisions in their play and learning, using furniture and equipment competently because it is child size. However, there are no soft furnishings such as a comfortable armchair where staff can sit to hold bottle feeding babies or for toddlers to climb up and snuggle in, which helps their developing mobility.

Children play safely because staff take reasonable steps to ensure that hazards to children on the premises are minimised. Risk assessments are taken frequently and staff are made aware of health and safety procedures. Controlled entry systems, safety gates and bolts on outside gates, inaccessible to children, ensure that they are unable to leave the premises unsupervised. Children are protected in the event of a fire as the nursery has clearly defined procedures for the emergency evacuation of the building and fire fighting equipment is available. Children are beginning to understand there are rules and boundaries that keep them safe. For example, they are asked to walk in the nursery because if they run they might slip and hurt themselves.

Children can be protected should abuse or neglect be suspected because staff have a sound understanding of their role in safeguarding children and are able to put appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery where they are cared for by kind and caring staff who plan and provide age-appropriate activities in each room. Play opportunities offered help to promote children's development in most areas, particularly their physical and social skills. Children's independence is encouraged throughout the nursery where they are helped to become confident and competent learners regardless of their age or stage of development. For example, children access a range of activities freely in all rooms. Older children are beginning to take responsibility for themselves by putting on their coats and shoes and younger children enjoy being together learning how to gain attention and develop positive relationships with others. Children in the baby and toddler rooms are supported by staff in their play, who sit at children's level using names and making eye contact. Babies being fed or having their nappies changed are spoken to during these times often by their key-worker which helps them to develop positive relationships. The use of the 'Birth to three matters' framework in these two rooms helps staff to provide an environment where children become competent learners through their play. Observations of what children can do are started as soon as they enter the nursery often as young as three months. These records are then used to plan the next steps for children's play, learning and development, tracking their progress to include the early learning goals when they begin in the pre-school room.

Nursery Education

The quality of teaching and learning is good in most areas. Staff have a sound knowledge of the Foundation Stage and an understanding of how children learn and progress. Staff use

enthusiastic methods in some areas of teaching which motivates children to learn. For example, during registration time staff lead children in a lively singing session, incorporating signing. All the children join in with great enjoyment and are able to sign confidently using many different hand gestures. However, there are occasions when staff miss opportunities to extend children's learning as they do not always support children in their play, because they are involved in other activities such as sorting out children's book bags. All staff are involved in the planning which covers all areas of learning overall. Children are consulted in the planning of activities which helps them to become interested and focused. Although short term planning covers a wide range of themed activities there is insufficient detail to promote the learning of all children. Children's progress files include what the child knows and understands and are used to help move children to the next stage in their learning.

Children are confident and self-sufficient; they are interested in what they do and are able to sustain interest at self-chosen activities. They willingly help with tasks such as the preparation of fruit for snack time and respond positively to staff when listening to simple instruction. Children have opportunity to practise mark making, but often only with one form of writing implement and some children are attempting to write their names forming recognisable letters. The very limited use of number in everyday situations impedes children's progress in maths development. Children learn about the world around us through planned topics and visits from local outside agencies such as the sports coach and dental nurse. They have free access to information technology (IT) equipment and are able to complete simple programmes on the computer, using the 'mouse' competently. Children's creative development is very good. They are able to express themselves freely in art work, talking about the pictures that they have drawn confidently. They sing enthusiastically often portraying the music through bodily movements. Children enjoy imaginative play where they play cooperatively with one another, negotiating who will take which part.

Helping children make a positive contribution

The provision is good.

Children learn about equality through their play where they have access to a full range of resources, activities and facilities. Children are developing an understanding of the wider society because the setting introduces them to different people in their local neighbourhood and to the wider multicultural society. They are treated with equal concern and children's records contain information which enables appropriate care to be given. Children with learning difficulties and/or disabilities are welcomed into the nursery. There are appropriate procedures in place to promote their welfare and development in partnership with their parents and other relevant parties. Staff have an understanding of the individual needs of the children in their care because the registered person takes time to discuss with parents children's starting points before they attend the nursery. Steps can be taken to ensure that any child with additional needs can have access alongside their peers to the facilities, activities and play opportunities provided, which promotes their welfare and development.

Children behave very well as they know what is expected of them because they are familiar with the routines of the day. Good behaviour is encouraged through positive reinforcements such as 'remember to walk in nursery' and children are praised for small achievements. Children are learning right from wrong by following the staff's good example; they are kind to one another, play well together, sharing and taking turns. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The nursery provides extremely high quality information, that includes the educational programme, to parents, which helps them to make informed decisions about the care their children will receive. Children's learning and development is enhanced because staff work closely with parents, maintaining good home links and sharing appropriate information. Parents are made very welcome in the nursery and have an excellent rapport with staff which helps them to keep abreast of the progress their children are making. Parents state how pleased they are with the nursery and how well their children have settled.

Organisation

The organisation is good.

Children's welfare is promoted because the organisation of the nursery helps to meet their needs. Staff are qualified and are encouraged to improve their skills through further relevant training. There are sound induction packages in place and robust vetting procedures which ensure that persons looking after children are suitable to do so. All relevant documentation is available and the provision has a working set of policies and procedures which underpins the successful management of the nursery and has a positive impact on the care children receive.

The leadership and management of the nursery is good. Staff work together well, knowing their roles and responsibilities. The very comprehensive self evaluation which is easy to read and understandable shows a commitment of the registered person and staff to improving the care and education of all children attending the nursery. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to 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 and 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.

The provider has made good improvements. Children's care has been enhanced because a key-worker system has been introduced which helps to maintain consistency and continuity of care for children and parents are kept well informed regarding their children's progress. Children's developmental needs are met throughout the nursery because a wide range of activities is provided which are age-appropriate in each room. The educational programme for children receiving government funding has improved because all staff are involved in planning which improves their knowledge, which is necessary to develop children's play and learning. Children's assessments are now used to plan for their individual learning.

Complaints since the last inspection

Ofsted received a complaint in March 2007 which raised concerns about conditions of registration not being met. Ofsted visited the provision in April 2007 to consider these concerns. As a result of the visit the provider was given an action to improve the system for registering children and staff attendance on a daily basis showing hours of attendance. A satisfactory response to the action was received and the provider remains qualified for 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):

- ensure that staff responsible for the preparation and handling of food comply with regulations relating to food safety and hygiene.

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):

- improve children's understanding of maths through the use of number in everyday practical situations
- improve the short term planning to include sufficient detail to promote learning of all children.

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