

# Bunny Run Childcare Ltd

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY219668
<b>Inspection date</b>	03 December 2007
<b>Inspector</b>	Joanne Wade Barnett
<b>Setting Address</b>	Sham Lane, Eridge Green, East Sussex, TN3 9JA
<b>Telephone number</b>	01892 750060
<b>E-mail</b>	
<b>Registered person</b>	Bunny Run Childcare Centre
<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 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?

Bunny Run Childcare Ltd is one of three nurseries run by Bunny Run Childcare Centre. It was registered in January 2002. It operates from four main rooms in a converted barn situated on a Business Park on the outskirts of Eridge, near Tunbridge Wells. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 until 19.00 all the year round excluding Christmas and Bank Holidays. Children attend for a variety of sessions.

All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from four months to five years on roll. Of these, 12 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties/or disabilities and also supports children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, nine members of staff hold appropriate early years qualifications.

The setting receives support through the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The premises are clean and generally well maintained. Effective procedures introduced by practitioners help sustain good levels of cleanliness, for example, they wipe tables down with anti-bacterial spray and wear gloves when dealing with any spillages or nappy changes. Children learn about the importance of personal hygiene through the daily routine. They wash hands automatically after using the toilet and before snack and younger children do so with gentle reminders from practitioners. A sick child policy, accident and medication procedures and practitioners up to date first aid training means that they can act in the best interest of children should they become ill or have a serious accident. However, all accidents, incidents and existing injuries are recorded in a single accident book.

Children learn about healthy eating through topics, posters and access to a variety of healthy snacks such as brown bread and fruit. More able children are able to access fresh drinking water freely during the day from individual named bottles, helping them to learn the importance of keeping their bodies hydrated.

Children develop a positive attitude to physical exercise as they enjoy regular opportunities to play outdoors, weather permitting, participating in rigorous physical activities; for example walks along country paths, riding bikes and pretend play. Access to climbing apparatus contribute to the development of gross motor skills and supports children as they develop their spatial awareness, whereby they climb up, over, through and around different equipment outdoors.

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

The provision is good.

The premises are safe and secure. Practitioners wear a uniform that quickly identifies them to children and visitors as a safe person. Careful consideration is given to arrival and collection times to ensure children are protected; for example, an intercom system and buzzer are used to alert practitioners when there is some one at the door coupled with an effective password system. Fire drills are carried out periodically and fire detection equipment is accessible in all areas of the building. Consequently, children's safety is promoted in the event of an evacuation.

Toys and equipment are clean and in good condition. Toys are rotated to provide children with a variety of experiences that meet their developmental needs. The environment is welcoming because practitioners work hard to develop defined areas for children to play, for example, all rooms have a book area. A child protection policy reflect all the required elements and keep practitioners and parents informed. A sound knowledge and understanding of safeguarding children's welfare means that practitioners are able to act in the best interests of children if they have any concerns.

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

The provision is good.

The environment is carefully prepared and organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and

promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers. Staff use skilful questioning techniques to engage the children and encourage them to talk and explore language.

## Nursery Education

The quality of teaching and learning is good. They are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and engage fully in exciting and interesting stories. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling. Children receive opportunities to recognise their names as they find their coat pegs upon arrival. Careful consideration is given to ensuring children are able to access a broad and balanced range of activities, suitable to their ages and stages of development. However, during planned art activities practitioners often direct children rather than allowing their own creativity to develop.

Many positive relationships have formed between the children who learn to share and take turns with the support of practitioners. Children are developing increasing control in small muscle movements because of the opportunities provided by practitioners. They roll out dough, glue and cut with scissors and use various pencils. Children explore creativity using a wide range of media such as glitter, wet and dry sand, gloop and water. Many children count reliably up to five and beyond and receive good opportunities to develop all concepts of mathematics through purposefully planned activities and excellent questioning techniques used by practitioners. Counting is a regular feature of the session; children count how many plates are needed at snack time, numbers are displayed and counting at any opportunities are skilfully used by practitioners to introduce children to simple calculation and numerals.

Most practitioners have a sound knowledge and understanding of the Foundation Stage curriculum, this ensures children receive a full programme of good quality education. Practitioners plan purposeful activities that provide opportunities for teaching both indoors and outdoors. Opportunities for children to engage in activities that they can initiate themselves with appropriate intervention by practitioners are good. Consequently, children are consistently engaged in the learning process, helping them to make progress along the stepping stones. Most practitioners are familiar with the learning intention of the activities provided, resulting in good opportunities to move children on to their next stage of learning. Children have the opportunities to find out about changes over time through projects, such as growing plants and herbs in the garden, although exploring children's senses through the natural world is evolving. Photographs show their involvement in designing and making things from junk modelling. Children enjoy the photographs on display and eagerly point out what they did or the names of their friends.

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

The provision is good.

Children are happy and settled at nursery. Many positive relationships are forged between the children who learn to share and take turns within the setting. Children learn to be kind to one another and are very well behaved. Children find out about the local community through visitors

into the setting for example; health visitor and French lessons. Resources and exploring different festivals are acknowledged by posters around the setting which reflect positive images and further support children's knowledge and understanding of the differences in our society. Children's social, moral, spiritual and cultural development is fostered.

There is a special needs coordinator in post who is familiar with the code of practice and able to support practitioners in providing appropriate care and education to children with Learning Difficulties and/ or Disabilities. The environment is planned to meet the needs of children with disabilities and therefore ensure that their independence is not compromised; for example, the setting operates on ground level and a disabled toilet is available.

The partnership with parents and carers of funded children is good. Parents are very happy with the information they receive and are very well informed about their child's development and next steps in learning. Regular newsletters, contact books and information sheets inform parents of their child's care on a daily basis. Parents have regular access to their child's development records and are able to contribute to them and share what they know about their child.

### **Organisation**

The organisation is good.

The provision meets the needs of the range of children for whom it provides. The provider keeps Ofsted fully informed of relevant changes and the recruitment procedures ensure that all adults working at the setting have undergone checks to establish their suitability and qualifications to work with young children. The attendance register confirms that the provider complies with the conditions of registration and the certificate is displayed to keep parents informed of the conditions of registration.

All the required documentation for the safe and efficient management of the setting is in place and understood by practitioners to promote the welfare and care of children. Careful consideration is given to confidentiality and the storage of records to protect children's welfare. The pace and routine is generally well balanced to include times that children can play quietly or engage in active play. However, on occasion children do tend to spend too much time in large group situations and this does not fully engage younger children. As a result, they become restless.

The leadership and management of the setting is good. Practitioners are a happy team with a positive approach and are aware of each other's role. They work hard every day to provide the children with a range of activities. Planning and assessment is sound and provides practitioners with useful information to enable them to provide children with a range of activities. Planning covers all six areas of learning and identifies a learning objective. The manager has set in place systems to enable practitioners to have planned time out to complete developmental records and to meet regularly to discuss the children's needs. As a result development records contain lots of information about the children and their development. Appraisals are carried out to ensure practitioners are supported in further training to enhance their childcare practice.

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

At the last inspection there were three recommendations made. These were to consider providing children with more choice in their play, ensure parents are able to refer to the nursery's child protection policy and review resources reflecting disabilities. The provider has successfully

addressed these recommendations by ensuring there are defined areas of play and children can access toys independently in all parts of the nursery. They have up dated the child protection policy and informed parents. Resources to promotes disabilities has increased to cover toys, books and posters.

### **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):

- ensure that accidents, existing injuries and incidents are clearly recorded as separate event
- ensure the play opportunities for younger children is less directive

#### **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):

- further develop children's senses to explore the natural world using a wide range of materials [this 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](http://www.ofsted.gov.uk)