

# Bunny Warren Pre-School Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	143444
<b>Inspection date</b>	26/01/2009
<b>Inspector</b>	Clare Moore

<b>Setting address</b>	Fratton Community Centre, Trafalgar Place, PORTSMOUTH, PO1 5JZ
<b>Telephone number</b>	02392 822086
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Bunny Warren Pre-School Nursery was established in 1980. It is in the Fratton area of Portsmouth and is managed by an elected committee of parents. The day-to-day running of the pre-school is the responsibility of the manager. The pre-school operates within a community centre and has exclusive use of two rooms, one is on the ground floor and the other on the first floor accessed via a lift or stairs. There are toilet facilities on both floors. There is access to a safe and secure outdoor play area.

A maximum of 61 children may attend the pre-school at any one time. There are currently 35 children from two to five years of age on roll and the setting receives funding for educational provision. The setting welcomes children who speak English as an additional language and supports children with learning difficulties and disabilities. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Opening times are from Monday to Friday from 09:15 to 15:00 during term times. The setting employs seven members of staff. Of these, six hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

## **Overall effectiveness of the early years provision**

Children's individual needs are a high priority as staff are pro-active in ensuring they have detailed knowledge of every child in their care. This helps them to settle in children and ensure they are able to take a full part in all activities. Children make very good progress as the pre-school continuously monitors its practice and works towards quality goals. Recommendations from previous inspections are followed through and acted upon, and the setting constantly works towards improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- display certificate of registration
- include a procedure in the policies to cover what would happen in the event of an allegation against a member of staff
- continue to consolidate children's records to chart their achievements and set out the next steps of learning.

## **The leadership and management of the early years provision**

Practitioners work together as a team to share what they know and to plan. They evaluate all the activities and the provision as a whole which leads to continuous improvement. They are committed to training and developing their knowledge and

skills. They work closely with parents, help to involve them in their children's learning and liaise with other professionals including the school and those supporting children with disabilities.

Records are mostly well organised, all parents are given a copy of inspection reports and also information from meetings every half term. Further information is through the notice board, the pre-school and nursery handbook and regular newsletters. However, the registration certificate is not currently displayed and a procedure to cover what would happen in the event of an allegation against a member of staff is not included in the policies. The system to ensure staff are suitable to look after children is rigorous and they all work well together as a team. There is a clear induction programme which includes students. All staff are strongly motivated and clear about their responsibilities to safeguard children. The safeguarding policy is included in the parent handbook along with other policies. Daily safety checks are carried out and also regular documented risk assessments. In addition regular evacuation practice ensures that all staff and children know what to do in the event of an emergency.

## **The quality and standards of the early years provision**

Children make significant advances across all the areas of learning and development. They enjoy attending and those who have less confidence are supported by staff and soon settle into activities, for example using glue or paint to make a picture or collage. Children demonstrate a sense of belonging as they arrive, place their lunch boxes on the rack and hang up their coats. They find out about keeping themselves safe as they take care when they go down the steep steps in the garden. They find out about stranger danger and who they can approach and trust if they are in need of assistance through police visits to the setting and follow up activities and discussion. Their health is promoted exceptionally well. They clean their teeth daily and know about healthy lifestyles that promote strong healthy teeth. They are physically fit and active enjoying energetic action rhymes and vigorous games outside. They are becoming self-sufficient in their own personal hygiene.

They develop their independence as resources are clearly labelled with words and pictures so that they can make choices and fetch things for themselves. Children develop their imagination and language skills along with creative and critical thinking as they enthusiastically take part in making up a show and acting it out with encouragement and support from staff. They make marks, use pre-printed labels to identify their work and enjoy books and stories. All the children in the group are actively engaged in taking part, sometimes using puppets to bring the story to life. They develop maths skills through counting rhymes, exploring shape puzzles and comparing how the sunflowers grow. They make the most of spontaneous opportunities as they arise, for example when children discover the water in the ice tray is frozen this leads to activities to explore melting, freezing and cold. They find out about the wider world through exploring Chinese art during Chinese New Year and start to develop a positive attitude to difference through using a variety of resources and exploring diversity within the group. They use technology as they operate the lift pressing the button to set it to descend, and

also explore battery operated activity centres and a computer. They develop fine muscle skills through using scissors skilfully and paint brushes as they enthusiastically use the bright selection of coloured paint to make their pictures. Practitioners work together to plan and to observe what children can do and record their achievements. They consult with children for their ideas about what they would like to do. Record systems have recently changed to reflect the Early Years Foundation Stage and are in the process of being consolidated and used to identify clear targets for the next steps of learning.

Children relate very well to each other with older children supporting younger ones by helping with coats or to open drinks at lunch time. Children share responsibility by putting rubbish in the bin and helping to tidy away resources before snack time. They find out about taking turns as they wait to handle the small animals a visitor brings in and respond to greetings at circle time.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.