

Bunnies Daycare

Inspection report for early years provision

Unique reference number	EY313941
Inspection date	09/01/2009
Inspector	Deborah Kerry
Setting address	The Old Bakery, Edgar Avenue, Stowmarket, Suffolk, IP14 2EF
Telephone number	01449 777 999
Email	
Type of setting	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

Bunnies nursery opened in 2005 and operates from the old bakery in Stowmarket. The building is accessed via a ramp and a small step.

A maximum of 17 children may attend the nursery at any one time. It is open each weekday from 08.00 to 18.00 all year round apart from bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 22 children attending who are within the Early Years Foundation Stage (EYFS)

The provision also offers care for children from birth to under eight years. This provision is registered on the Early years, Voluntary and Compulsory parts of the Childcare register. The setting is in receipt of funding for early education.

There are four members of staff. Of these all hold appropriate early years qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Bunnies Nursery provide well for children's welfare, learning and development in the Early Years Foundation Stage(EYFS). Children's individual needs are fully supported by their key person and through regular discussions and feedback with parents. The setting has established systems to ensure that they continue to improve their provision for children through regular evaluation of their practice. They have developed partnerships with other settings delivering the EYFS to share good practice but have not yet developed systems to exchange information to support children's learning and development.

What steps need to be taken to improve provision further?

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

- develop opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity of care.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment(safeguarding and promoting children's welfare).

23/01/2009

The leadership and management of the early years provision

The setting have a range of clear, effective policies and procedures in place to support their good practice which are reviewed and up-dated to ensure they meet current legislation requirements.

Children's needs are fully supported as parents provide information about their care and developmental needs, they complete 'all about me' booklet so staff are aware of their abilities and interests so appropriate activities can be provided. However, written parental permission for seeking emergency medical advice or treatment is not in place for all children, which could compromise their health.

Staff are fully supported in their training and development, which effectively helps them to promote children's welfare and learning. They have established systems to monitor practice in the setting which involves all staff, parents and children, this helps to identify any weaknesses and what action is taken for improvement. For example, parents requested more information about children's development and daily meals, parents are encouraged to read children's learning journey records, attend parents evening and weekly menus are now displayed. Systems to exchange information with other settings delivering the EYFS on children's learning and development have not yet been established.

Staff are fully aware of the steps to take should they have concerns regarding a child's welfare. They have clear systems in place for reporting any concerns which ensures that children's welfare is a high priority. The nursery undertakes written risk assessments for all areas and equipment within the setting to ensure that children are not exposed to any dangers. There are clear written procedures in place to ensure that children are safe when on outings and any potential risks are assessed and recorded.

The quality and standards of the early years provision

Children are provided with a variety of foods for meal and snack times which effectively promote their good health. For example, they have grapes and banana for snack; sausages, potatoes with vegetables for lunch. Staff follow good hygiene procedures. For example, tables are cleaned before meal and snack times and they sing a special hand washing song so children know that they wash their hands to remove germs before they eat. Children's physical development is promoted as they access the outside play area, where they can run, climb, ride, throw and catch balls. Children are also taken on walks to a local play park within the local community which supports their understanding of the wider world and their environment. Staff ensure that children with English as a second language are fully supported as parents provide words in their home language for them to use to their development and understanding of English.

Children with additional needs are fully supported by staff, through developing individual education plans to ensure they are able to make progress in their development. Staff undertake regular observations on children's interests which are then incorporated into the weekly plans. This ensures that activities can be

included to meet their individual needs and that they make continued progress in their learning and development. Staff use adult focussed activities for their key children to ensure that the next step in their learning is followed up, the activity is then evaluated for future learning and to ensure that children are achieving and making progress. All staff take turns in planning for children's learning and their achievements are recorded in their learning journey records.

Children are settled, they play well together and enjoy play games, which helps in their understanding of taking turns and sharing resources. Children know that they need to dress up warmly for outside play, they find a block of ice and staff suggest they bring it inside so they can observe any changes. Some children are able to recognise the letters in their names, they choose books to look at and enjoy listening to stories read to them by staff which develops their understanding on literacy. Children build towers with bricks and use mathematical language like bigger and smaller when comparing size.

Children behave well, good manners is encouraged, the rules are displayed and staff use consistent strategies to manage children's behaviour in an appropriate manner set at their level of understanding. All children help with setting the table for meals, tidying away resources and they clear their own plates away when they have finished eating. Children are able to self-select resources independently according to their own interests as they are labelled and stored within their reach.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

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 has 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.