

Busy Bunnies

Inspection report for early years provision

Unique reference number

EY339323

Inspection date

01/12/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St John's Busy Bunnies was registered in 2006. It is owned by a private individual. It is situated in the London borough of Haringey. It operates from a hall and two rooms on church premises. A maximum of 18 children from eighteen months to under five years may attend the nursery at any one time. There are currently six children on roll. The nursery is open each weekday from 8am to 6pm for 48 weeks a year. There are two members of staff working with the children, one of whom holds an appropriate childcare qualification. Family members also work as volunteers. Children have access to an outdoor area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Practitioners demonstrate a limited knowledge and understanding of the learning and development and welfare requirements of the Early Years Foundation Stage (EYFS). Little or no improvements have been made in the provision since the last inspection. Some priorities for future development are identified but the processes for reflective practice and self-evaluation are ineffective in bringing about improvements to support the needs of all children who attend. There are no systems in place to monitor children's development. Engagement with parents is satisfactory.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Promoting good health) (also applies to the Childcare Register) 29/01/2010
- ensure that all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and using these to plan relevant and motivating experiences for each child (Early learning goals) 18/12/2009
- improve staff's knowledge and understanding of the 29/01/2010

Early Years Foundation Stage so that they provide children with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes)

- demonstrate how you ensure adult:child ratios are maintained at all times as stated in Appendix 2 of the Statutory Framework for the EYFS; this is with reference to having qualified staff in place (Staffing arrangements) 18/12/2009
- take all reasonable steps to ensure that hazards to children – both indoors and outdoors – are kept to a minimum; this refers to the use of the hall and not having sole use of the premises during operating hours (Suitable premises, environment & equipment) 18/12/2009
- conduct a risk assessment which identifies aspects of the environment that need to be checked on a regular basis; maintain records of these particular aspects and when and by whom they have been checked (Suitable premises, environment & equipment) (this also applies to both parts of the Childcare Register). 18/12/2009
- ensure you obtain written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future.(Safeguarding and welfare) 18/12/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Children's records are mostly complete. However, in one case there is no written parental consent to seek emergency medical advice and/or treatment, potentially compromising children's health and welfare. In addition, neither member of staff currently holds a first aid certificate. Most required policies and procedures are in place and are shared with parents. However, the safeguarding policy does not include the procedure to be followed should an allegation be made against a member of staff and there is no record made of complaints received. As there is a small number of children currently on roll, the provision has two members of staff, one of whom is qualified. There is no deputy manager in place, resulting in children sometimes being left in the care of an unqualified member of staff and a volunteer. Family members provide voluntary cover but they are not yet suitably vetted and cannot be left alone with children.

The nursery does not have sole use of the premises during operating hours. There are occasional church groups using the main hall, meaning that children have to be escorted across the car park to use the toilets in the church. When using the hall

or the toilets adjacent to it, children must pass through the kitchen. Although they are always escorted in these situations, there are clear hazards and safety implications which have not been adequately addressed. For example, the cooker in the kitchen is used to prepare meals and tables and chairs in the hall present dangers. These areas have not been risk assessed and are not routinely checked before each use. These issues give children a false sense of security with regard to feeling safe.

There is no evidence of self-evaluation in the provision. Actions to improve have previously been set and, whilst some have been addressed, others have not. In addition, some improvements made have not been sustained. For example, maintaining an accurate record of the arrival and departure times of staff and volunteers. There is little evidence of professional development as training appears to be difficult to access. Some improvements are misdirected and are having too little impact on children's welfare and their learning and development. For example, risk assessments are extremely limited and do not identify risks effectively throughout the premises.

Parents spoken to at the inspection appear to be happy with the service provided for them and their children. They receive verbal information on children's routines and plans are being developed to invite parents for more formal feedback on their children's progress. However, practitioners are inconsistent in identifying and addressing differences in children's achievements and fail to overcome barriers to fully support children with additional needs.

The quality and standards of the early years provision and outcomes for children

Staff's limited knowledge of the EYFS framework means that some specific requirements which have a significant impact on children are not being met. Observations are not frequent or accurate enough to monitor children's progress and to plan appropriate activities. This means that adults do not have a clear enough understanding of children's individual needs and interests. Planning is basic and does not consistently cover each of the six areas of learning. Observations are not evaluated and there is, therefore, no system in place to monitor children's achievements and their progress towards the early learning goals.

Children are building friendly relationships with the adults caring for them. They interact with each other, talking about what they are doing as they play. Children generally behave well but there are sometimes squabbles over sharing things and taking turns. In these instances, they are not consistently encouraged to resolve their own conflicts through negotiation and some struggle, therefore, to develop the skills necessary to work and play in harmony.

Children appear happy and content in the setting and have opportunities to select resources and activities for themselves. They become familiar with the routines of the day and find this comforting. Children can develop some physical skills as they run and ride bikes in the hall or play in the garden, although this area is not secure. They begin to gain a sense of spatial awareness as they pass through the

tunnel. There are good resources available for children to use their imagination during role play. However, these were not seen to be used during the inspection as they are mostly in the sleep room/second play room. Children enjoy puzzles and books and begin to develop some problem solving skills as they construct the train tracks. Children are cared for in one group of mixed age and ability, and provision to challenge each child and support and extend their learning is limited. For example, there is little evidence of adult-led activities which systematically help children to learn actively.

In some cases children's good health is given insufficient consideration. For example, children use wipes rather than washing their hands before having a snack, and all children use the same towel to dry their hands in the bathroom. They do have fruit every day and drinking water is also freely available.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 18/12/2009
- ensure that at least one person who is caring for children has an appropriate first aid certificate (Welfare of Children being cared for) (also applies to the voluntary part of the Childcare Register). 29/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (Suitability and safety of premises and equipment) 18/12/2009
- ensure that at least one person who is caring for children has an appropriate first aid certificate (Welfare of Children being cared for) (also applies to the compulsory part of the Childcare Register) 29/01/2010