

# Bunnies Daycare

Inspection report for early years provision

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**Unique reference number**

EY313941

**Inspection date**

05/05/2010

**Inspector**

Deborah Kerry

**Setting address**

The Old Bakery, Edgar Avenue, Stowmarket, Suffolk, IP14  
2EF

**Telephone number**

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**Email**

**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.

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## 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 23 children attending who are within the Early Years Foundation Stage. 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.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage have their welfare, learn and development needs well supported by staff. Staff undertake regular observations on children and their interests and learning needs are added to the weekly plans. Staff have developed good relationships with parents and seek advice from other professionals to ensure that all children's individual needs can be fully supported. The new manager is currently reviewing and up-dating all documentation, including the settings self evaluation form to ensure that it is in line with all changes to legislation and reflects the nurseries current policies and procedures.

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

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 in the future (Safeguarding and promoting children's welfare) 24/05/2010

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

- ensure that a record is kept on the all the emergency evacuation practices and include any problems encountered and how they were resolved

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

Children's welfare is fully supported as the staff have a good knowledge on the local safeguarding children procedures and all are fully aware of the steps to take should they have any concerns. The nurseries policies show clear procedures for staff to follow and include local contact numbers which are displayed so they can be accessed easily. There are clear written risk assessments that have been undertaken for all areas, equipment and activities to ensure that children are effectively protected from any potential dangers. Fire evacuation procedures are clearly displayed and practised on a regular basis. However, there is no record kept of this to ensure children are developing an understanding on how to keep themselves safe in an emergency.

The nursery has developed good relationships with local primary schools in the area. They take the children on regular visits before they start full-time education to ensure that they are familiar with the school and helps with their transition. The outside area have recently been developed to include a covered area. This enables children to fully utilise the wide range of resources in the outside play area in all weathers. Children are able to self select resources to meet their own interests as they are stored within their reach. There is a separate area for non mobile babies with a range of safe and suitable resources to support their learning and development. There is a good range of policies and procedures in place to support staff which are shared with parents. Through the notice board and regular newsletters, they are kept fully informed about topics and activities at the nursery and about their child's early education. Parents' views are sought through questionnaires when deciding on any changes to practice, ensuring that they are kept involved and their views and feedback are acknowledged. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's progress with staff at any time. Parents are encouraged to add comments on their child's learning journey records, so that they are fully involved and support their child's learning.

The new manager is currently updating the self evaluation to reflect their practice and the planning of activities each week. This shows a commitment to ensuring continuous improvement is in place and maintained. Staff are fully supported in their ongoing training by the owners. This helps to enhance their knowledge and experience to ensure outcomes for children's learning and development remain positive. The outside area has been developed to include raised boxes and the children have dug and planted bulbs and seeds for vegetables. This will help develop their knowledge on their environment, how things change as they grow and also enable them to taste a variety of different foods to promote their health.

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

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Staff sit with children at snack time

making it a social occasion asking them questions which helps to promote their thinking. Children's independence and self-care skills are promoted as they are encouraged to pour their own drinks and to clear away their cups and plates. Children have developed a good understanding of why they need to wash their hands before eating or after using the toilet. Children have regular access to the outside play area where they can access a range of large equipment to promote their physical development well. Additional resources and equipment are provided in the covered area outside to help support children's learning. All accidents and medication records are kept up-to-date and include parents signatures to ensure they are kept fully informed on any concerns regarding their child's health. Whilst the setting has systems in place to obtain written permission for staff to seek emergency medical advice or treatment, this is not currently in place for all children. This could compromise children's health in the event of an emergency.

Children are provided with a wide range of easily accessible resources and activities for both inside and outside to fully support their learning and development. This enables children to make choices and self select resources to meet their individual interests and learning needs. Staff are fully involved with the children which ensures that they can get the best from the activities provided and are supported in their learning. Staff interact and question children well to develop their thinking and communication skills. Children help at tidy up time, this encourages them to learn about being responsible and caring for resources and their environment. Children are learning to share and take turns with resources and activities. Children enjoy looking at books. They handle them carefully and know that words are meaningful. At circle time staff talk with children about where they have been over the weekend and where some are going on holiday. This promotes children's understanding on their environment and on different places around the world. Children are provided with resources that show positive images of the wider world. They participate in activities based on the beliefs of others through celebrating different cultural festivals during the year.

All staff have a good knowledge of the Early Years Foundation Stage and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and the next step in their development, which are included in the weekly plans. Staff plan focussed activities to ensure children's individual learning needs can be met to support their ongoing learning. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning. Children have access to a wide range of resources for mark making, both inside and in the outside play area to promote their early writing skills. They use musical instruments to accompany songs and action rhymes which helps to develop their language and physical skills. Children use headphones to listen to their favourite stories and songs. This helps children to develop an understanding of technology. Children are taken on a walk to the local park to look for bugs. They use magnifying glasses to view the insects so they can identify what sort they are and are able to count the spots on ladybirds. This promotes children's understanding on living things, their local environment and develops their numeracy skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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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