

Happy Bunnies Pre-School

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Happy Bunnies Pre-school is a committee run group. It opened in 2008 and moved to the present premises in 2010. It operates from a room in St Monica's Infant School in the Sholing area of Southampton. It serves the local area. A maximum of 24 children may attend the pre-school at any one time, none of whom may be under two years. There are currently 55 children on roll in the early years age range. The setting is open each weekday from 9am to 3pm during school term times. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The pre-school receives funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with special educational needs or disabilities or who speak English as an additional language. The pre-school employs nine members of staff eight of whom are qualified in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are happy and settled during their time at the pre-school. Staff take the time to get to know the children well and ensure all children's individual needs are being met effectively. Staff engage with children at their level offering good challenges and support most of the time which results in successful learning overall. The provider takes effective steps to ensure the setting is continually improving the outcomes for children through ongoing evaluation involving the whole team.

What steps need to be taken to improve provision further?

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

- develop the systems for planning and resourcing a challenging environment which supports and extends specific areas of each child's learning
- take into account the differing needs of individual children within the setting and tailor experiences to meet each child's needs, for example, during focused group activities.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of child protection procedures and robust recruitment and vetting procedures ensures that all adults working with the children are suitable to do so. The pre-school is very safe with all doors into the

main building securely locked as is the garden to ensure only persons that should do so are able to enter the premises. Risk assessments are in place and used effectively to ensure that all areas the children access are safe. All the required paperwork including written parental permissions is in place and maintained, ensuring requirements are met and helping to protect the children.

The experienced and knowledgeable management team monitor the provision and promote staff development; staff bring new ideas to the group after attending training, which are implemented to further benefit the children. All staff and management are involved in self-evaluation and continually make improvements to the provision. Future improvements are well targeted and all staff have a clear vision as to how and what they are going to do to move the pre-school forward.

Children access a wide range of suitable and good quality equipment most of which is displayed to encourage children to become independent in their choices. The environment is child friendly, welcoming and conducive to children's learning. The layout of the room and garden enable the children to have a free-flow provision where they are effectively supported to learn through their play. This is a fully inclusive setting where all children are acknowledged as unique and their needs met through the positive relationships they have with the staff who know them well. Children learn about the wider world and other cultures through resources and activities that are included in the planning.

Partnership with parents and other providers of the Early Years Foundation Stage is strong. Parents value the pre-school and experiences their children are having. They are aware of the observations kept on their child and contribute to identifying their child's next steps for progression. Staff take time to speak to the parents keeping them fully informed of their child's day. Regular newsletters and notices on the parent board support the parents understanding of the pre-schools plans and legal responsibilities.

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

Children receive good support and challenges from the staff who are on hand during their free play activities to extend and guide as necessary. Children are able to spend long periods of time at their activities; many children are highly motivated. Staff have a clear understanding of the children's individual needs and their next learning steps are identified through regular observations. Staff collate the information they gather, enabling them to implement learning intentions into their play activities during the session. However, the current record system which underpins children's developmental progress needs further development to reflect clearly individual learning needs during activities.

Staff have a good understanding of child development and how it links to the early learning goals. They interact well with children, asking open-ended questions, encouraging them to think about what they are doing or trying to achieve. Small key-group time is used to enable children to have the opportunity to excitedly

converse with each other, to count and problem solve whilst encouraging sharing and turn taking. Each day the children are offered the opportunity to join in a focused adult led activity which they enjoy. However individual learning opportunities are sometimes missed, For instance the making of play dough was done as a large group activity to extend learning opportunities for individual children.

Children have many activities that promote their imagination, creative and physical skills; they create small worlds with the garages and cars putting the fires out, they build using the construction resources and create works of art with the collage materials. The effective deployment of staff ensures that there is always a member of staff in the vicinity to engage children in conversations about what they are making and extending their imaginations. Children enjoy the challenges of making porridge, they concentrate and persevere as they spoon the dry ingredients into the bowl, lift the jug and stir the mixture together before eating it. The good quality interaction from the member of staff enabled children to discuss the changes that were happening, the weight and look of the ingredients learning through a fun activity.

Children are encouraged to be independent throughout the sessions; they select what they wish to play with. At snack time they collect their own cup and plate after washing their hands; they help themselves to the items in their lunch boxes and are independent in their self-care skills. Such experiences help children to make smooth transitions to school.

Children are comfortable, confident and feel very safe within the environment; they know the routine of the day giving them a sense of security. They have practised the evacuation procedure both with the school and with just the preschool children and staff ensuring they would know what to do if they needed to leave the premises quickly. They respond well to the bell that is rung or the music that is played to inform them of snack or tidy up time. Children are able to go outside every day into the garden where they enjoy activities such as riding the bikes, water play, blowing bubbles with wands and feeding the rabbit. They help themselves to a range of fruits at snack time pouring their own drinks when they are hungry or thirsty. This helps them experience a healthy lifestyle. Children's behaviour is very good. Each day at circle time staff promote the children's understanding of acceptable behaviour as they discuss what gets thumbs up or down. Consequently the children are very aware of managing their behaviour. For instance, a child arrived at the play dough table and the children knew they had to share some of it with them. This means they readily share and take turns with each other.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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