

Bottesford Bunnies

Inspection report for early years provision

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Inspector Kathryn Clayton

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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

Bottesford Bunnies registered in 2010. It is privately owned and runs from a modular building in Bottesford, Scunthorpe, North Lincolnshire. Children have access to a main play room, toilets and a secure outside play area. A kitchen, store cupboard and office are also available for staff to use.

The setting opens Monday to Friday from 9am to 3pm during term time only. The setting is registered to care for a maximum of 26 children from two to under five years, is registered on the Early Years Register and there are 62 children on roll. The pre-school care for children with special educational needs. Nine staff work at the setting, including the two owners and there are four relief staff. Nine staff hold a relevant Level 3 qualification or above. The setting has completed Steps to Quality Level 1.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school support children appropriately and recognise and meet their individual needs. Safeguarding procedures for the most part promote children's well-being, however, a welfare requirement is not met and there are some weaknesses in hygiene routines which have an impact upon children's health. Children make steady progress, although there are minor weaknesses in the learning provision. Although evaluation of the service is in the early stages of development a number of improvements have been identified and implemented since registration.

What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children and obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health). 18/03/2011

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

- improve the opportunities for children to experience adult-led activities and ensure the next steps for children's learning are more frequently identified and used to plan for children's progression
- ensure hand drying routines are always hygienic

- develop further the use of selfevaluation, involving the views of children and parents to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

There are a wide range of policies and procedures that are shared with parents and are regularly reviewed. Appointment procedures are suitable and checks are undertaken to ensure all staff are safe to work with children. A number of staff hold a current first aid certificate and have attended training in safeguarding children. The setting does not always obtain written permission before giving medication, or keep a record of the type of medication that has been administered. This is a breach of the requirements and has an impact upon the health of children.

The staff group are keen to make improvements to the service they provide. Some staff are undertaking additional qualifications. Since registration staff have started to evaluate the service and improvements have been made such as the purchasing of equipment and re-designing the play space. However, evaluation is still in the early stages of development, although areas for improvement have been identified, not all of the interested parties have been involved in the process.

Children enjoy playing in a well-organised indoor and outdoor environment. They use a suitable range of equipment, with items that they access themselves, for example, children build a track and choose what trains they would like to use on it. Children are starting to learn about the importance of recycling as staff involve them in this process. The pre-school find out a good deal of information about the children's individual needs before they start to attend which helps them to settle more easily. Appropriate support is given for children who have special educational needs and they make steady progress.

Parents are kept well informed about their child's time at the pre-school in a number of ways, including making sure children's progress files are sent home every term so parents can read and add their own comments. There is also a parents group where they can express their views. The setting works with the local authority and has suitable links with the nearby school. Some appropriate issues regarding children's well-being and progress are shared with other providers children attend.

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

Children are enthusiastic as they play and they settle well. Children's interests are taken into account by staff when planning activities and they make steady progress. For the majority of the time children play freely and many particularly enjoy and benefit from outdoor play. The times for adult-led activities are very limited and the next steps for children's learning are not often identified. This means that children are not always sufficiently challenged. Staff reinforce the positive rules of the setting, which means that children learn about the importance of playing safely and behaving appropriately. Role play on the level crossing in the outdoor area also helps to promote children's early understanding of safety. Children play with some suitable equipment such as toy cash tills which help them to develop skills for future life.

Children are becoming more independent, staff encourage them to try to put on their own coats and boots and let them pour their own drinks at snack time. Suitable experiences are available which promote children's creativity, such as exploring play dough with seeds, painting and role play experiences. Children have opportunities to recognise their own names, at snack times and some children are able to write their name. They are interested in stories and join in eagerly with any actions, for example, when staff tell the story of 'We're going on a bear hunt'. Children are learning about mathematical language as they play and they recognise numbers in the environment.

Children learn about the benefits of having a healthy lifestyle. Many children are very active outdoors and are proficient when using equipment such as scooters. There is a suitable range of climbing and balancing equipment which encourages physical activity and snacks provided are nutritious, for example, apple with raisins, cracker and cheese. For the most part hygiene routines promote children's good health, although children do not always dry their hands with the individual paper towels provided. The pre-school ensure children learn about their local community by inviting local people who help them, such as a police officer, into the setting to meet the children and chat to them informally.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

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

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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