

Bunny Run Childcare Ltd

Inspection report for early years provision

Unique reference number

EY219668

Inspection date

23/02/2011

Inspector

Sue Taylor

Setting address

Sham Lane, Eridge Green, East Sussex, TN3 9JA

Telephone number

01892 750060

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Bunny Run Childcare Ltd is one of three settings run by Bunny Run Childcare Centre. It was registered in 2002 and operates from two main rooms in a converted barn situated on a Business Park on the outskirts of Eridge, near Tunbridge Wells. Children have access to an two enclosed outdoor play areas. It is open each weekday from 7am to 7pm for 50 weeks of the year. The nursery is registered on the Early Years Register and a maximum of 60 children aged from birth may attend the nursery at any one time. There are currently 99 children in this age range on roll, some in part-time places.

The nursery also offers care to children in the later years age group, aged over five years to 8 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery has children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 17 members of staff, 15 of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2, most are at level 3 and also one qualified bank member of staff. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued and welcomed into a happy and busy nursery, with their individual needs respected. They are making good progress in their learning and development. Overall, the good knowledge of the staff, supporting documentation and the link with parents supports this. There are clear strengths in leadership and management such as safeguarding and realistic plans for further improvement are in place.

What steps need to be taken to improve provision further?

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

- encourage greater involvement from parents in decision making and supporting their child's next steps, making contributions to the assessment process
- strengthen systems for monitoring and analysing self-evaluation of the nursery, including children's progress in their learning from their starting points.

The effectiveness of leadership and management of the early years provision

The leadership and management team, and staff are focused on helping all children to make good progress in their learning and development, and promoting their welfare. The day runs smoothly and all work well together. The steps taken to safeguard children are excellent. The premises are very secure and all staff take responsibility in ensuring all children are kept safe. There is a very robust awareness of safeguarding issues and all staff receive regular training on child protection. Comprehensive policies and procedures, that are reviewed regularly, are readily available for staff and parents. Children are safeguarded by rigorous recruitment and vetting procedures. Children display an excellent awareness of how to keep themselves safe.

The nursery constantly evaluates its practices, being very aware of the strengths and areas to develop. They are confident about what they need to do to improve. Questionnaires and a comments book are used to gain the views of parents. Following the last questionnaire a summary report was given to all parents so they could see their comments were respected and valued. Recent training sessions relating to the assessment processes are being used to review current practices.

Equality and diversity are actively promoted. The staff know their key children very well and the development of the majority of children in relation to their starting points is good, although this is not always obvious from the supporting documentation. Key persons have a good knowledge of each child's background and needs, ensuring these are met. Interesting activities are planned that help children gain a positive awareness of the wider world. Resources are of good quality and support children's learning and development. Babies and children have easy access to a wide variety of resources or adult led activities, enabling them to make choices about their play.

Partnerships with other agencies and professionals are well established and make a strong contribution to children's achievement and well-being. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This ensures information is regularly shared and used to enable continuity of learning and care.

The nursery has a very positive relationship with parents and carers. Shared information is used effectively to ensure each child's needs are met. For example, babies home routines are followed as requested, being regularly reviewed and updated as the baby gets older. Parents are kept well informed about their children's achievement, well-being and development. However, they are not all actively engaged in supporting their child's next steps, enabling them to make effective contributions to the assessment processes. Parents are well informed about the nursery, for example from the displays, regular newsletters or discussions with staff.

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

The staff's good practices and knowledge of Early Years Foundation Stage supports and promotes children's learning and development. The well-equipped and welcoming environment helps children settle quickly. Key persons have a good awareness of where their key children are in their learning and support their next steps. The enthusiastic staff team create an atmosphere that encourages children to want to get involved in activities. Planning is based on identified development steps in the Early Years Foundation Stage for a group of children and key persons are responsible for ensuring individual learning and development needs are supported.

Children are keen to communicate and their developing language skills are supported well. For example they enjoy singing and the good questioning by the staff encourages their language for thinking. Each group area has a good range of books appropriate for the children. These are easily accessible in cosy and welcoming parts of the rooms. Children's numeracy skills are developing well. They use their fingers to demonstrate their awareness of numbers as they talk or sing action rhymes. Babies and children explore a wide range of different textures and objects. For example, the babies show great interest as they play with dried pasta and glittery shaker balls. The toddlers have bottles containing a range of different materials such as rice or lentils.

Children's physical development, particularly with the babies and toddlers is covered well indoors with ample space for movement, for example using soft play blocks for clambering, climbing and jumping. The garden area is used with small groups of children at a time. They get to dig, explore the hanging items and are encouraged to care for the plants. A larger hard surface area is used in most weathers and enables some energetic play with balls, hoops or running around games. Babies are taken out regularly in buggies, ensuring they get fresh air.

All babies and children show a strong sense of feeling safe within the nursery. The older children particularly, have an exceptional understanding of safety issues and ably talk about how they can keep themselves and others safe. They talk easily about the fire drill practises, knowing where the exits are and how the staff know they are all out by using the register. Some children are very aware of how they can contact the emergency services. Children are extremely confident and competent in communicating their thoughts.

Children gain a good awareness of a healthy lifestyle. They know that they need to wash their hands to get rid of the germs that make you sick. Teeth cleaning after meals is encouraged and each child has their own named toothbrush. A catering firm provides nutritious and balanced meals, able to meet individual dietary needs. With the menus being shared with parents they know what their child is eating. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met.

All children, including babies, show an extremely strong sense of security and

belonging within the setting. They are confident, settle well and develop excellent relationships with adults and their peers. Children display extremely high levels of confidence and self-esteem. They happily work independently, with other children or adults, showing excellent negotiation and co-operation skills. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity. Their behaviour is excellent.

Children are supported well to make transitions within the nursery setting and to school. They make good overall progress in developing the abilities necessary to develop skills for the future. They demonstrate that they are becoming active learners, able to cooperate and resolve situations by themselves. Babies also show confidence as they develop their early skills, actively explore their surroundings with curiosity and interest.

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	1
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
--	---

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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