

Bunnies on the Green

Inspection report for early years provision

Unique reference number 144090
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Inspector Mauvene Burke

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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

Bunnies on the Green Nursery opened in 1991. The nursery operates from the United Reform Church premises in Stockwell, and has use of two group rooms, kitchen, toilet and washing facilities, office, hall and outdoor play area. The nursery serves families from the local area. It is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 20 children may attend the nursery at any one time. There are currently 32 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children who learn English as an additional language. A total of four members of staff work with the children, all of whom hold early years qualifications to at least level 2. The nursery provides funding for the provision of free early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well, and engage in play which interests and stimulates them. Consequently, they make sound progress in most areas of learning although observations and not consistently linked to areas of learning. Children benefit from the setting's positive partnership with parents and carers. However, staff do not consistently implement policies that promote children's health and welfare. Systems to monitor and evaluate practice are satisfactory and provide a basis to securing better outcomes for children and for continual improvement.

What steps need to be taken to improve provision further?

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

- ensure that staff implement an effective policy on administering medicines and that an accurate record is kept of all medicines administered (Promoting good health) 16/06/2011

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

- develop staff understanding of the procedures to be followed in the event of an allegation being made against a member of staff
- improve nappy changing facilities to ensure that children are comfortable whilst undergoing this personal routine
- link children's observations and assessments to the areas of learning to

better inform planning for their individual development.

The effectiveness of leadership and management of the early years provision

Safeguarding policies are in line with legal requirements and are reviewed annually. Practitioners demonstrate an understanding of their roles and responsibility with regards to reporting concerns and are able to recognise signs and symptoms of abuse. However, they are less familiar with the procedures that must be followed if an allegation of abuse is made against a member of staff. Adequate procedures are in place for the recruitment of new staff, but these are not robust. For example, references are not requested. Risk assessments and daily checks are in place to ensure that children receive care in a safe and secure environment and risk assessments for outings are also in place. Although all the required documentation is in place, the implementation of some of the policies does not always ensure that children's needs are fully met. For example, practitioners do not always make sure that they follow the correct instructions with regards to the dosage of medication, compromising children's safety. This is a breach of requirements. During this inspection, it was found that at times, the provider has been caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Practitioners in this setting work together well as a team and communication is good. They are motivated by a very enthusiastic deputy who since being in post has introduced positive changes to the setting, in particular, to the way planning, observations and assessments are carried out which has positive outcomes for children. Deployment of practitioners throughout the day works generally well, with the exception of lunch periods. During this time, staff do not sit or eat with the children, instead they 'hover' over the children, often directing children what to do and what not to do. Consequently, adults do not socially interact with the children to help them develop their social skills and to engage in meaningful conversation. Children in this setting have been introduced to the concept of recycling through the use of activities such as junk modelling. Some of the equipment in this setting is quite worn through excessive use and age, but children have easy access to them as they are stored on suitable low shelving.

There is a positive attitude toward diversity to ensure that children and their families feel welcome and valued. Systems are developing sufficiently well to support children who speak English as an additional language. Practitioners seek to offer equality of opportunity to all children and to promote an inclusive environment, for example, individual plans are in place for each child which includes the learning intentions. Children have access to all the resources and all activities. They have some planned opportunities to learn about themselves and others through activities and resources which reflect the world around them, such as celebrating different festivals.

Partnerships with parents and carers within this setting are good. Practitioners encourage parents to take an active part in their children's learning and

development. They share details of their child's day on a daily basis, so they are fully informed of their routines and progress. Parents are comfortable making their views known about the setting as they can write these on the white board. Parents spoken to suggest that they are completely happy with the care that their children are receiving. Links have been made with external agencies with the view of ensuring that children receive the support that they need.

There are firm plans in place to develop the outdoor space to promote physical and active play. The manager supports and encourages staff training in such areas as safeguarding and first aid to improve practice. In addition to this, the setting has made satisfactory improvement since their last inspection through meeting recommendations that were set. This demonstrates a positive outlook to continuous improvement.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the areas of learning and development. An appropriate key person system ensures children become familiar with the provision and feel confident and safe. New children who learn English as an additional language are made to feel welcome and appear to be secure and join in activities with confidence. Planning incorporates most aspects to promote children's learning, although not all activities are evaluated to identify strengths and to make possible improvements. Most practitioners demonstrate that they are aware of how to extend children's learning and plan further activities built on children's interests and needs. Regular observations are made of the children to inform the planning, although it is not clear how these are linked into the early learning goals.

Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. As a result, they are becoming active, curious and inquisitive learners. They show good levels of independence as they clean the tables ready for snack and lunch time, they help to set the table and help themselves to their food and drink. Children are developing their use of mathematical language as they identify 'longer' and 'shorter' pieces of wood. They are introduced to the concept of problem solving as they try to fit the different lengths of wooden strips into the case so that all the pieces fit together. Children's creativity is valued as there are lots of displays around the room of children's work. For example, children express their feelings through their drawings of their 'favourite' things, some children enjoy football, some enjoy being at the nursery and others have drawn 'pictures' of their parents. They use their imagination as they go shopping 'all day long' and become a builder with a hat as they use the available tools to repair the fence.

Children demonstrate an understanding of maintaining their personal hygiene through the washing of hands before eating and after using the toilet. Some do so under supervision and others manage this without help. However, nappy changing policies are not effectively implemented by staff. For example, children are not

changed on a changing mat but whilst they are standing up. Although practitioners are expected to wear gloves, and wash their hands, they do not implement this policy. This also does not support children's health and well-being.

Other aspects of children's health are promoted as they make the most of the fresh air and outdoor play is available to them every day. Children benefit from the nursery's effective approach to managing behaviour in partnership with their families. Staff focuses on raising self-esteem through giving emphatic praise and encouragement. As a result, children are learning to be considerate towards others by being polite and sharing space and toys. Children develop an awareness of their own safety as they participate in the regular fire drills and understand about tidying away their toys and activities. Such effective practice, experiences and opportunities help children to develop skills for the future.

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