

Little Bunnies

Inspection report for early years provision

Unique reference number EY295702
Inspection date 16/05/2011
Inspector Melanie Calway

Setting address Unit 14, Hardwick industrial estate, King's Lynn, Norfolk,
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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

Little Bunnies nursery opened in 2005. It operates from three rooms in a specially converted building on an industrial estate in King's Lynn, Norfolk. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 46 children may attend the nursery at any one time. The setting also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 108 children under five years on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 17 members of staff, including a cook. Of these, 15 hold appropriate early years qualifications. One member of staff has a BA honours degree and three members of the management team are working towards a degree in Early Years. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met in this warm, welcoming and inclusive setting. The environment is bright, attractive and well organised to support children's growing independence. The nursery has a very good relationship with parents and there is a good two-way flow of information about children's learning and development. The nursery has established excellent links with other agencies and the local community to improve outcomes for all children. There are rigorous systems in place for self-evaluation and ongoing plans for continuous improvement to maintain and develop a high quality service for children and families.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to travel around, under, over and through balancing and climbing equipment.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because there are good systems in place to ensure that all staff working with children are suitable to do so. All staff and volunteers have received the necessary clearances

and their suitability status is regularly monitored. Induction, appraisal and monthly supervision systems ensure that staff are well supported in carrying out their duties. Effective safeguarding procedures are in place, such as a restriction on the use of personal mobile telephones while in the nursery. There are rigorous procedures regarding the collection of children including the use of passwords and photographs to ensure that children are always handed over to the right person. All staff have received safeguarding training and have a good knowledge of their responsibility to refer any concerns about children's welfare. The relevant information is easily accessible for appropriate action to be taken. Children are cared for in a safe and secure environment. Regular risk assessment is carried out on all areas of the nursery and staff conduct daily checks to ensure that the environment is safe for children. The management makes good use of external consultants to maintain and improve safety standards. Children are protected from the risk of fire as exits are clearly marked, necessary fire prevention equipment is in place and regular evacuations are practised so that the staff and children know what to do in the event of a fire or emergency. In addition there are procedures for a 'drama drill' to ensure that staff know what to do in the event of a major incident.

Children enjoy a bright and welcoming environment. Resources in all the rooms are organised so that children are able to make independent choices and select equipment and activities for themselves. The environment is rich in pictures, print, numbers and displays of children's work. The outside space is used effectively and where possible children have free access to outside play. Children are respected and valued as individuals and the nursery ensures that all children are fully included. Information is provided for parents about the setting and a strong key person system provides an effective channel of communication. Parents are regularly updated about their children's progress and are encouraged to contribute their own knowledge of children's starting points and achievements to make them effective partners in the process. There are outstanding partnerships with other agencies and the local community to support all children. Speech and language therapists visit the setting regularly. The nursery liaises with other professional bodies to ensure that it has the resources and expertise to support families in difficult circumstances. Children benefit from regular visits from community police officers and fire officers, which encourages familiarity and helps them to learn about safety issues. When children attend other settings information about individual children's learning and development is exchanged to ensure highly effective continuity and progression. The management team has a firm vision and commitment to offer a high quality service. The setting uses a range of methods to reflect on its practice in order to continually improve, including ongoing training and professional development, consultation with external agencies and self-evaluation processes.

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

All children make good progress in their learning and development because key persons make systematic observations of children's play and use these to plan opportunities to help them to progress across all the areas of learning. Planning is flexible and takes account of individual children's needs and interests, for example children's interest in a favourite story is used to plan a range of related activities. Children in the pre-school room choose whether to play inside or out for most of the day and can choose when to stop for their snack. In the baby room children's individual routines are respected and settling-in procedures throughout the nursery are managed by the key person in consultation with parents and tailored to children's individual needs. There are good systems for transitions allowing children time to adapt to new rooms and new key staff.

Children communicate well throughout the nursery, chatting to staff about their experiences. Staff listen sensitively, asking open-ended questions to promote their language and thinking skills. Babies smile and babble to communicate their needs, with staff repeating words and encouraging their emerging language. The environment is rich in print, including the home languages of children who speak English as an additional language, to help them feel valued and included. Children in the toddler and pre-school rooms are learning to recognise print as they self-register in the morning. Mark-making materials are freely available in these rooms to promote early writing. Pads and pencils are used in the role play area outside, set up as a 'body shop', for children to write as they play so they learn to write for a purpose. Children enjoy stories in large and small groups. In the pre-school room children are learning to link sounds and letters at circle time and beginning to write their name. Numbers and counting are introduced through the daily routine, for example toddlers count out the cups and plates they need for snack. In the pre-school room children count the wheels on the toys and do simple calculations. Cookery activities provide opportunities for counting, weighing and measuring. Staff use the language of size and shape so that children are beginning to learn mathematical language.

Children learn about the world around them. Babies and toddlers engage in messy activities to enable them to explore different textures and materials. They play with spaghetti or roll potatoes down cardboard tubes to see what happens. Children in the pre-school learn about other creatures as they draw pictures of 'Dougie' the frog, who is brought in by a member of staff to show them. They talk about where eggs come from as they make biscuits. In the role play area they use their senses to smell the different kinds of soap in the 'body shop'. They become familiar with technology as they play with programmable toys or learn to use the music player and computer. Children are forming positive relationships with the staff and with each other. Toddlers are supported in learning about sharing and turn-taking and in the pre-school room children play independently in small groups as they look at books together and pretend to go off to sleep. Outside small groups work together carrying building blocks and building structures. Children's independence is well fostered. Toddlers pour their own drinks and serve themselves fresh fruit for snack. The helper of the day helps with snack and meal times, putting out plates

and cups, giving children a sense of responsibility and promoting their self-esteem. Meal and snack times throughout the nursery are pleasant social occasions.

Children are creative as they express themselves using different media such as paint, drawing or collage. Babies are encouraged to respond to different experiences such as a three-way mirror and different textures. Children enjoy role play as they play with small world equipment and make up games in the role play areas. In the 'body shop' they pretend to run a cosmetics shop, with ticket labels, pictures of flowers and pretend soaps and shampoos. Resources are used flexibly and resource boxes on different themes enable the role play area to be used in many different ways. Children are active and develop coordination as they move building blocks, play on ride-on toys or play with balls. Babies crawl, pull themselves up and explore their environment. There are opportunities to develop more specialised physical skills through the regular martial arts and sports coaching classes set up with specialist teachers. Good use is made of the available outdoor space, although opportunities to climb or travel over and under climbing and balancing equipment are limited.

Children's health is promoted well. All children spend a good period of time outside. Pre-school children have free access to the outside and toddlers and babies are taken out in small groups if they need some fresh air. Children are provided with a healthy snack of fresh fruit. A balanced menu of hot, home-cooked lunches is provided for those who want it. Some parents choose to provide packed lunches and are given guidance on how to ensure that items in packed lunches are healthy. Children are reminded why certain foods are good for them. They are learning to understand the benefits of a healthy life style as they know why they need to wash their hands and cover their mouths when they cough. There are good hygiene procedures in the nursery. Anti-bacterial gel is provided in the hall for all visitors and staff to use. Toys are cleaned regularly and nappies are dealt with appropriately. Children develop a good understanding of how to stay safe as explanations are given and children understand the rules. Regular visits from police and fire officers as well as visits to a local fire station help to enhance children's understanding of safety issues. Key persons tend to settle and manage the care routines of their key children, which helps children to form positive attachments and to feel safe and secure in the setting. Children are learning to understand the needs of others and manage their own behaviour. They are learning skills for the future as they make relationships, become independent and make good progress in all areas of learning and development.

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	1
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