

Bunny Park Day Nursery

Inspection report for early years provision

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118113

Inspection date

24/06/2011

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

Bunny Park Day Nursery registered in 1986. It operates from an annex of a house situated in a residential area of Hanwell, London Borough of Ealing. A maximum of 24 children may attend the nursery at any one time. The nursery is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register. The nursery is open from 08.00 to 18.00 during 48 weeks of the year, closing at Christmas and Easter. All children share access to a secure outdoor play area.

There are currently 42 children aged from two to end of the early years age range on roll. The setting is registered to receive funding for nursery education.

The nursery employs five staff and a manager to work with the children, in addition there are three specialist teaching staff, a cook and cleaner.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the setting provides a highly inspirational learning environment for all children. Individual needs are exceptionally well met through highly effective partnerships between staff, parents, their children and other professionals. The capacity for sustained improvement is outstanding; staff are highly motivated and continually update their skills and knowledge through training and liaising with local support workers and professionals, which results in an exciting learning environment for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the procedure for the administration of non prescription medication to ensure it is updated with the steps to be taken if a child has a high temperature

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among all staff in the nursery, including new staff who complete an induction when they start. Children are safeguarded by robust recruitment and vetting procedures and all visitors to the premises have their identification checked and they are asked to sign the record book. Detailed risk assessments are undertaken both for the activities undertaken both indoor and outdoor and the equipment used. These are

consistently reviewed and the information is shared with the staff during their team meetings. Effective policies and procedures support staff in their practices, although the administration of un-prescribed medication to deal with a temperature in the event of an emergency has yet to be reviewed and updated.

The management team have high expectations and set high standards which are embedded across all areas of practice. The staff are encouraged to share skills and knowledge with each other, therefore working effectively as a team as a result improving the learning experiences for children. The staff continually attend training and implement ideas they pick up as a result, they have an effective partnership with local development workers, who also support them in making further improvements.

Children are extremely involved in self-evaluation by contributing their views through questionnaires sent home with their parents. As part of the inspection process they said they enjoyed playing football in the garden, doing jigsaws and playing with their friends. Parent's views are consistently sought, by various means and their comments are key to identifying areas for further development.

The environment both indoor and outdoor is conducive to learning and safe and well managed. Staff are very well deployed enabling all children to have independent learning experiences, throughout the day both indoors and outdoors. The nursery have recently developed their garden, which provides a wonderful space for children to have fun and learn, they enjoy listening to stories under the large shady tree and digging for wiggly worms in the vegetable garden. During the recent garden development children had the opportunity to be builders, with their hard hats, using real materials and tools. The staff continually ask open ended questions throughout the day, to make children think for themselves, they ensure that every opportunity is a learning experience.

Staff are passionate about all children and take steps to ensure that each individual child is fully supported in all areas of their development. The nursery implement effective programmes to support children's individual development, for example, the play and learn to socialise programme, which helps children to become more confident in making friendships and interacting with others. When children who have additional needs move onto school they bring with them their 'passport' highlighting all the wonderful things they can do and the people who are special to them, therefore informing the professionals who will work with them. Staff track all children's development to enable them to identify progress children are making and any gaps in achievement to enable them to support individual children. Children enjoy singing songs in French and learning simple words and they celebrate festivals throughout the year.

The setting has an inspiring relationship with all parents. Their skills and knowledge are actively used to enhance the learning experiences for children. For example parents and grandparents regularly come in and share their skills with the children, such as playing musical instruments. Parents are informed on a daily basis what their child has been doing through information displayed on the wall. Once a year the nursery has a garden party where staff demonstrate how they plan the activities and what children learn from the different areas of learning.

There is also the opportunity for staff to discuss children's individual progress with the staff. Parents comment they particularly like the friendly staff, fantastic activities, the fact the nursery are always asking them for feedback and the way in which they involve them in various events.

Partnerships with other professionals are successful; staff effectively implements programmes which help to support children's individual developmental needs. They are pro-active in making links with local schools, where the children are moving on to and they share children's profiles and achievements with the new setting.

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

Staffs' understanding of the Early Years Foundation Stage is exceptional and children are continually provided with learning experiences throughout the daily routine. The children's interests and well being are top priority and at the centre of everything they do. The process of observation and assessment is extremely successful and as a result children's interests are clearly identified. This supports the staff in planning exciting and challenging activities in a well organised exciting environment that engages children and provides an effective balance of both adult and child led activities.

Children thoroughly enjoy listening to familiar stories, they are asked to think about the story they have heard and sequence the pictures in the correct order to re-tell the story. Later they take part in role play, using the well organised home corner, taking turns in being the characters in the story and retelling it as their friend's eagerly watch on. Children are learning mathematical concepts through interesting and fun activities; they dig for worms and sort vegetables and compare sizes. They are learning to identify numbers when they do brass rubbings on the numbered wall plaques in the garden.

Children are eager and inspired to learning because of the transparent understanding of how children's positive learning experiences impact on their future development and their long term attitude to learning. Children confidently mark make in different forms and become confident when they use computers. Children's language skills are enhanced through the effective use of story time and extended activities.

Children take part in activities to support them in learning how to stay safe. They build a pretend BBQ and talk about the dangers associated with this type of activity and then enjoy toasting marshmallows on a real BBQ. They learn to use a variety of tools and equipment through everyday routines, for example they cut up fruit using a knife and use a real spade to dig for worms. They routinely take part in planned topics such as crossing roads, have visit from the police and fire officers, all of which re-enforce their understanding of how to keep themselves safe.

Children's health and well being is exceptionally well promoted, for example they grow their own vegetables which are used as ingredients for the meals they eat. Excellent hygiene procedures are in place, for example children use liquid soap and nailbrushes to clean their hands thoroughly, having been in the garden. Children take part in a wealth of activities to promote their physical development. They confidently climb the climbing frame, they steer cars and they giggle and laugh as they take part in sack races preparing for their sports day.

All children show an extremely strong sense of security and belonging within the setting. They confidently hold hands and walk to the play area with a member of staff as they greet them in the entrance hall. Children's self esteem and confidence is extremely well supported, they are actively encouraged to contribute to the way in which the nursery operates through questionnaires they complete with their parents.

Children co-operate well with each other and have respect for each other, they behave very well and enjoy taking on responsibilities such as clearing the table after meals and giving out the water bottles. Children thoroughly enjoy singing songs which re-enforce being kind and taking turns and shout again, again when they finish.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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