

# Sunny Bunnies Campus

Inspection report for early years provision

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<b>Unique reference number</b>	EY347523
<b>Inspection date</b>	31/10/2011
<b>Inspector</b>	Kashma Patel

<b>Setting address</b>	South Birmingham College, Cole Bank Road, Hall Green, Birmingham, West Midlands, B28 8ES
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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Sunny Bunnies Campus is managed by South Birmingham College and opened in 2007. The nursery was previously registered as South Birmingham College Nursery for 22 years. It operates from three rooms within a separate college building, on the Hall Green campus, Birmingham. Children have access to a covered area for physical play and also a separate outdoor play area. The nursery is available to staff and students from the college and families within the community. The nursery is open each weekday from 8:30am to 5:30pm term time and 9am to 4pm outside of term time. During holidays the setting operates a play scheme for children aged up to 11-years-old. During this time they also have access to the hall within the main college building.

A maximum of 52 children may attend the nursery at any one time. There are currently 60 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and compulsory parts of the Childcare Register. The setting receives funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of staff. Of these, four members of staff have a level 3 qualification in early years, five staff at level 4 and one staff at level 6. There are also three advanced apprentices in the nursery. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm, welcoming and inclusive environment, where children are respected and valued. Children settle well and enjoy a wide range of interesting and stimulating play opportunities which enables them to make good progress in their learning and development. Good partnerships are in place with other carers and agencies, which ensures consistency in children's care and development. The majority of the legally required documentation is in place and supports children's well-being. Effective partnerships are in place with parents and most of the other carers, which contributes to children's welfare. Robust systems continually monitor and evaluate the provision to ensure all future priorities are identified thus improving outcomes for all children.

## What steps need to be taken to improve provision further?

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

- request written parental permission at the time of children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment
- 15/11/2011

in the future (Safeguarding and promoting children's welfare).

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

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other
- develop further procedures to promote younger children's hygiene, for example, implement a no shoes policy in the baby room.

## **The effectiveness of leadership and management of the early years provision**

Children's safety and welfare is well maintained in the setting. Robust vetting and recruitment procedures ensure that all staff are suitable to be working with children and hold appropriate qualifications. Staff have a good understanding of safeguarding and are clear about their responsibility to protect children in their care. An effective risk assessment is in place which covers all areas accessible to children. This is further supported by effective daily checking procedures to ensure that potential hazards to children are identified and minimised. Staff ensure they check the identity of all visitors and record details in the signing-in book which promotes children's safety in the nursery. Staff obtain consent to accompany children to the hospital in an event of an emergency. However, the setting does not obtain consent for emergency medical advice and treatment for children. The majority of parents are on site, but may not be able to respond promptly to an emergency.

Children access a good range of quality toys and resources which are fit for purpose and support children in their development. Furniture and equipment in the nursery is safe and appropriate for children being cared. Low-level storage enables children to make choices and promote their independence.

Staff make the most of diversity to help children understand the society they live in. They collect information on children's individual needs as they complete an 'All About Me' books with the parents. This ensures that staff have an exceptional knowledge of children's backgrounds. Through regular training and effective links with other agencies, children with special educational needs and/or disabilities receive excellent care and support. Staff ensure they make any necessary adaptations in the rooms to ensure children are fully integrated in the nursery and promote their development.

There are several systems in place for self-evaluation which incorporate input from staff, parents and children. Staff use discussions and questionnaires to collect views from parents and children. For example, parents requested for more involvement in activities with their children. As a result, regular parent and child workshops are planned which promotes outcomes for children and keeps parents involved in their children's learning. Regular appraisals and weekly staff meetings

ensure all staff share the same vision for continuous improvement which benefits all children.

Staff foster strong relationships with parents which help children to feel secure. They ensure they take the time to chat to parents when children arrive and leave. Bilingual staff ensure they speak to children in their home language which reassures and comforts them. Staff ask parents to translate information in the community languages which ensures all parents are kept well informed. Parents speak highly of the staff and feel that their children have settled down well and thoroughly enjoy their time in the nursery. Opportunities for home learning are in place which includes borrowing toys from the nursery and being part of the book library. There are good procedures for transition to school, however, staff have not made effective links to fully support children who currently attend other settings which deliver the Early Years Foundation Stage.

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

Children make good progress in their learning and development due to staff's good understanding of the Early Years Foundation Stage. Staff plan on a weekly basis around children's interests and choices. They make daily observations of what children can do and evaluate these to identify the next stage in their learning. This information is then used to identify any gaps in children's development.

Children have warm and secure relationships with the staff who are caring and sensitive. As a result, children willingly approach staff as and when needed. Children's independence is well fostered in the setting. For example, they help to give out cups and plates at meal times and also serve their own dinners. Good communication skills develop through conversations with staff and their peers. There is excellent support for children to use additional languages from home in the nursery. Children freely access a wide range of books, of which many are dual-language to support and develop skills in literacy. The Arabic alphabet is displayed to further support Muslim children and broaden other children's awareness of print in other cultures. Children learn about numbers, colours and shapes as they access puzzles and other objects to count, compare and sort. Children make marks and write for different purposes. For example, they write letters and put them in the post bag. Prior to outings to local shops, children make shopping lists of what they need to buy.

Children develop their creativity through a wide range of art and craft activities where they use a variety of textures, such as play dough, jelly and shaving foam. Children develop a very good understanding of information and communication technology as they use the smartboard. They use their fingers to make patterns and to drag objects across the board. Older children are able to load their favourite activities. As a result, children develop good skills for the future. Children have daily opportunities to develop their physical skills and promote their good health. The covered area ensures children are able to access fresh air regardless of the weather conditions. A separate outdoor area is also available for children to further develop their skills.

Children's awareness of different cultures and lifestyles is promoted through provision of a good range of toys and resources. Staff encourage and promote the use of other languages from home, such as French and Punjabi. Dual-language signs are displayed throughout the nursery. In addition to this, there are Makaton signs in Gujarati and Bengali which support both carers and young children with early communication. Children learn about being safe. For example, they help staff to tidy away toys and take part in role play activities where they learn about where and how to cross the road safely. This activity is further reinforced on outings to promote children's awareness of safety.

There are some good hygiene practices across the nursery which help to minimise the risk of spreading infection and promote children's good health. For example, children know they need to wash hands before food and after they use the toilet. However, staff and parents wear outdoor shoes in the baby room. This means that younger children's hygiene is not fully promoted as they often play on the floor. Children enjoy freshly prepared meals and snacks which meet their individual dietary and cultural requirements. Meals for babies are also freshly prepared according to their stage of development. Menus are displayed for parents to ensure they are kept well informed.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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