

Busy Bunnies

Inspection report for early years provision

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EY339323

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Inspector

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Type of setting

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

Busy Bunnies registered in 2006. The nursery is privately owned and is situated in the London Borough of Haringey. It operates from a hall and two rooms on church premises. A maximum of 18 children from eighteen months to under five years may attend the nursery at any one time. There are currently five children on roll. The nursery is open each weekday from 8am to 6pm for 48 weeks a year. There are two members of staff and one volunteer working with the children; one of whom holds an appropriate childcare qualification. Children have access to an outdoor area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery promotes children's learning and development acceptably to enable children's satisfactory progress towards the early learning goals. Children are cared for by considerate staff in a mostly clean and safe environment; however, staff do not meet all the legal requirements relating to the suitability of the premises. Each child is respected as an individual and staff work in partnership with parents to ensure that children's needs are generally well met. However, the organisation of snack time does not currently meet the overall needs of the younger children. Staff assess children's achievements appropriately, however, parents are not yet given the opportunity to contribute to their child's learning record. The nursery shows sufficient capacity to maintain continuous improvement and the provider is willing to further develop systems to monitor the nursery's effectiveness and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are reviewed regularly, and a record is maintained of when and by whom they were checked and any action taken. The assessment must identify all aspects of the environment that need to be checked on a regular basis, in particular the exposed pipe in the group room and the cleanliness of the cooker (Premises, environment and equipment).

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

- improve opportunities for parents to contribute to their children's observation records to enable them to be fully involved in their child's learning and development
- strengthen the use of reflective practice to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- review the organisation of snack times to provide an environment which is comforting and reassuring for the youngest children to enhance their personal, social and emotional development.

The effectiveness of leadership and management of the early years provision

Staff have an adequate knowledge of safeguarding procedures and undergo appropriate suitability checks. The manager and her co-staff member are first aid trained and secure entry procedures prevent access from unvetted adults. Policies and procedures are available to parents and overall, documentation promotes children's welfare satisfactorily. This includes the daily register of attendance, children's accident records and medication details. Fire detection and control equipment is checked for efficiency and regular evacuation procedures are held to ensure children and staff are able to leave the nursery safely in the event of an emergency. Visual and written risk assessments are conducted daily to ensure there are no obvious hazards to endanger the children. However, although there is a system to record findings and review them regularly, this has yet to be fully implemented in all areas. For example, the record of risk assessment does not cover an exposed hot pipe in the group room or the standard of cleanliness of the cooker.

The manager has a satisfactory vision for progression and is focused on driving improvement. She works closely in partnership with her co-staff member to plan and implement procedures and improvements. Daily discussion and diary sheets are generally in use to engage the views of parents and to feed into the evaluation process. However, the system for self-evaluation is developing and progress is not always consistent. The manager has started to identify areas of practice, as well as areas of the environment that she wants to improve for the benefit of the children. She is willing to work towards achieving this and agrees that there is more work to be done to fully establish reflective practice.

The key person system works appropriately and ensures that relevant information about a child is shared between the staff and the parents. Children with diverse linguistic backgrounds are supported well overall, as staff take time to talk with parents about any words or phrases they can use to comfort and reassure a child. Staff work with parents and where appropriate, outside agencies such as a local school nursery to develop assessments that they can incorporate into planning to help children progress. Children learn about the wider world through topic work, such as festivals and celebrations, including food from around the world. Parents join in with the celebrations and are invited to contribute. Children learn to value and respect diversity within society as a range of play resources that reflect

positive images of diversity and people of different abilities are accessible to them. In addition, the nursery acknowledges and celebrates a variety of world faith festivals so that all children are included.

Staff are deployed suitably across the playrooms routinely. The resources mainly support children's learning and they are able to make some choices in their play. In order to support their free choice and independence, staff encourage children to move between the playrooms to take part in different activities. The environment is decorated with children's art work and decorations for special times of the year, such as a Christmas tree, to make it welcoming for children and their families.

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

Children enjoy activities that enable them to develop skills for the future. Staff carry out observations and the interests of individual children are mostly identified. Staff evaluate these observations to enable the next steps in learning to be sufficiently tailored to the needs of each child. Staff are affectionate and caring with children. They invest time in gathering sufficient information from parents when children first start at the nursery. This enables staff to follow home routines regarding children's dietary requirements and sleeping patterns. Staff are deployed appropriately and are given guidance about their roles and the areas they are responsible for. However, the structure of the day, particularly around snack time, is less well organised in order to foster the younger children's enjoyment and participation in this important part of the day.

The nursery provides a sufficient range of play equipment and materials to encourage children's learning and development. Children enjoy what they are doing, showing curiosity and making decisions about the activities they want to join in with. They spend time both in the group rooms and in the outdoor space where they are able to develop confidence in coordination and physical skills. Children problem solve and show increasing skill when completing puzzles and when building a railway with the train track. They experience sensory activities when they feel the texture and smell of colourful and sparkly modelling dough. Children eagerly experiment at the sand tray where they learn concepts such as filling and emptying. Children's growing awareness of numbers is supported through songs, including number rhymes, and displays around the room that familiarise them with alphabet letters and number lines. Staff support children's growing literacy through drawing and craft activities and the children readily help themselves to their favourite books in the book corner. Children's knowledge and understanding of the world and their understanding of diversity receive suitable support and opportunities to learn about and respect the wider community. Mealtimes provide an opportunity to introduce the children to different religions through a variety of foods, with parents invited to contribute and join in.

Staff encourage children to stay healthy explaining why it is important for children to wash their hands at appropriate times. Cooked meals mostly take account of the children's individual dietary needs. Food is prepared in the church kitchen;

however, while care is taken to ensure all cooking equipment and plates and cups are clean, the cookers in use are not sufficiently clean. Staff sit and eat with the children around small tables, which creates a social and homely atmosphere. Plans include developing children's independence further to enable the older children to serve their own meals from dishes on the table and to pour their own water.

Children benefit from many aspects of the partnership staff have developed with parents and the teacher at the local primary school. Parents receive some information about the nursery. This ensures parents are clear about such matters as how the key person will support their child; how the nursery will protect children's health and safety; and how to make a complaint, should they wish. In addition, parents are asked to provide detailed information about their child, so that staff are able to meet their children's needs and know and respect families different belief systems. However, staff do not yet invite parents to contribute to their children's learning profiles so that they can be fully involved in their learning and development. Behaviour is well managed and children are learning important social skills, often interacting with the younger children and helping them to join in. The children get to know the staff and their expectations well and children are very well behaved. Children are learning to keep safe as they learn how to negotiate the stairs between group rooms independently and to use tools safely, such as scissors. At lunch time, the children sit together at the table. They sing their favourite songs and wait patiently while their food is served.

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	3

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