

Darcy Bunnie Creative Arts Nursery

11 Main Street, Hilton, DERBY, DE65 5FF

Inspection date

Previous inspection date

19/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their development because they are actively involved in a broad range of interesting and challenging activities that cover all areas of learning.
- Children with identified needs receive good levels of support, enabling early intervention to support their continuing progress.
- Successful transition arrangements between settings help all children to gain confidence in new situations and have a beneficial impact on their well-being and enjoyment.
- Positive relationships foster a welcoming and inclusive environment.
- Adults are highly committed to professional development, attending a variety of training courses to update and enhance their knowledge, skills and expertise.

It is not yet outstanding because

- Planning systems are not yet fully monitored to ensure they remain consistent and precise, minimising opportunities to expand the educational programmes.
- Opportunities for staff, children and professional partners to contribute their ideas and suggestions for future improvement are not yet fully established in practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of the premises.
- The inspector observed the quality of the children's play and learning opportunities within the setting and on an outing to the park.
- The inspector conducted a joint observation with the manager
- The inspector gave feedback to the manager and the deputy about the outcome of the inspection.

Inspector

Jayne Rooke

Full Report

Information about the setting

Darcy Bunnie Creative Arts Nursery and The DB Club first opened in 2009. The provision is privately owned and managed. The provision was re-registered by Ofsted in 2012. It operates from converted business premises in Hilton, Derbyshire. Rooms are used on the ground and first floor of the property. The provision serves the local and surrounding areas and has strong links with the local school. The provision is accessible to all children and there is a fully enclosed area available for outdoor play.

The provision opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 7pm. There are currently 106 children on roll, of these, 49 are in the early years age range. Children are able to attend for a variety of sessions. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision provides funded early education for three- and four-year-olds and eligible two-year-olds. Procedures are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 12 members of child care staff. Of these, 11 hold appropriate early years qualifications. The provider holds Qualified Teacher Status. One member of staff is working toward a Children and Young Peoples Services degree. The provision receives support from the local authority and is a member of a recognised childcare organisation.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- embed further the procedures for monitoring the planning and assessment arrangements to further extend children's learning opportunities
- develop self-evaluation procedures by engaging staff, children and professional partners in producing and implementing well focused improvement plans.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Adults provide a broad range of interesting and challenging activities that cover all areas of learning. As a result, children make good progress in their development. For example, babies and young children thrive within a warm, loving environment which helps them to form secure and trusting relationships with significant people and others. They enjoy close attention from their key person which ensures that their daily routines are established and their learning is based on their individual interests and development needs. Children with identified needs receive good levels of support, enabling early intervention to support their continuing progress. Successful transition arrangements between settings help all children to gain confidence in new situations and have a beneficial impact on their well-being and enjoyment.

Rooms and resources are well organised so that older children confidently approach the routines of the day. They display the characteristics of effective learning as they make considered choices about who and what they play with, initiating and joining in games with their friends and choosing toys from low-level storage containers. They concentrate

on self-chosen tasks for some time demonstrating their ability to engage in sustained and purposeful play.

Adults engage children in group time and stories, mostly holding their interest through positive interaction. As a result, children listen carefully most of the time and express their enthusiasm and enjoyment when they hear familiar rhymes and sounds. Staff skilfully introduce visual prompts to a story using props such as, puppets and current buns, encouraging children's active participation, enthusiasm and interest. As a result, children repeat words and rhyming patterns which develop their speech and communication skills.

Number games and rhymes feature regularly in children's every day play and daily routines, so that all children are introduced to number sequences and the vocabulary of mathematics early on. Children are encouraged to sort out and count objects by name, size and group as they identify the number of cats and kittens they can see in a book.

Children are physically active, moving around the setting with good control and coordination. They enjoy exciting outings to the park, enabling them to practise and develop their physical skills outdoors. Babies enjoy active play within their care routines which enable them to progress to their next stage of development, such as when they are ready to move from crawling to walking.

Planning and assessment systems are effective, overall, in meeting children's learning needs and have recently been amended to reflect the revised framework. However, the systems for monitoring these are not yet fully embedded to further guide and inform practice. This, however, has minimal impact on children's progress overall because staff demonstrate a good understanding of the prime and specific areas of learning. For example, they competently promote children's learning and enjoyment through a variety of play based and adult-led learning experiences across the seven areas of learning. Parents are actively encouraged to share what they know about their child when they first attend the setting. There is an ongoing exchange of information through daily discussion and communication diaries. This guides the arrangements for next steps planning. Consequently, all children gain the knowledge, skills and abilities which help them to reach and often exceed, their expected levels of achievement.

The contribution of the early years provision to the well-being of children

Children are safe and well cared for because adults are vigilant about their safety and security, ensuring their close supervision at all times. They conduct rigorous safety checks and risks assessments, ensuring that all aspects of the provision are safe and well organised. This enables children to manage their routines and activities safely and with increasing levels of independence. For example, they can easily access toys and equipment if they wish to make changes in their play and understand the rules for safe behaviour, such as holding onto the walking rings when they go to the park.

Relationships between adults, children and parents are strong and trusting, leading to respectful partnerships and positive support of people's differences, needs, traditions and beliefs. This creates an environment in which all children feel welcome and included.

Children behave well because they are treated with kindness and respect. Staff keep them informed of the day to day routine, giving them time to take part in tidy up routines. Positive behaviour rules are actively encouraged, helping children to understand what is expected of them and to manage their feelings and behaviour towards others respectfully.

Children enjoy nutritious meals and snacks which take into account their individual dietary needs and preferences. They have the opportunity to select from a variety of fresh fruit at snack time, choosing their favourites, such as bananas, grapes and apples. Menus are well planned taking into account good health and nutrition guidelines, promoting children's healthy growth and development. Children enjoy robust and active play outdoors each day, helping them to understand the benefits of regular fresh air and exercise. They understand the importance of keeping themselves clean, participating in good hygiene routines from an early age. This encourages children to develop positive attitudes towards a healthy lifestyle.

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

Adults demonstrate a secure understanding of how children learn, offering a full and varied range of play and learning experiences for each age group. They use their knowledge and skills very well to identify and support children with any additional needs and take prompt action to seek out the necessary support, advice and guidance. This effectively supports children's continuing progress in all areas of their development.

Robust safeguarding and supervision procedures are rigorously implemented so that children are protected from harm and neglect. Staff confidently describe what to look for and how to respond to any incidents of concern regarding a child's safety and well-being. Comprehensive written policies are clear and regularly reviewed, guiding professional practice across all aspects of the provision. Recruitment, vetting and appraisal procedures are secure, ensuring that all adults working in the setting hold the necessary skills and qualifications and remain suitable to work with children. Adults are highly committed to professional development attending a variety of training courses to update and enhance their knowledge, skills and expertise. They attend regular staff and management meetings to discuss and review the successful implementation of the settings policies and procedures and to share good practice ideas and any concerns.

Self-evaluation methods are progressing well. The manager has a clear idea of the priorities for improvement, including the development of the outdoor play area to significantly enhance children's outdoor learning experiences. Parents and carers are invited to share ideas and suggestions through survey questionnaires. Parents' comments and views are very positive regarding the benefits of the new setting on their child's well being and enjoyment. They are very happy with the arrangements for children's learning and enjoy positive and supportive relationships with the staff. Opportunities for staff, children and professional partners to contribute their ideas and suggestions for future improvement are not yet fully established in practice, but form part of the settings ongoing improvement plan.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445336
Local authority	Derbyshire
Inspection number	787935
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	50
Number of children on roll	106
Name of provider	Sarah Jane Tindle
Date of previous inspection	Not applicable
Telephone number	02076100363

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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