

Happy Little Bunny Day Nursery

359-361 Sydenham Road, LONDON, SE26 5SL

Inspection date

Previous inspection date

12/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children | 1 |
| The effectiveness of the leadership and management of the early years provision | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management are extremely effective. As a result all staff are aware of their individual and group responsibilities in meeting the needs of all children. Finely tuned monitoring systems help ensure staff work in a consistent manner to comprehensively promote the learning and development requirements.
- Staff make outstanding efforts to promote the well-being of all children. Staff are highly trained and offer exceptional levels of care, guidance and support to children and their families.
- Partnerships with other agencies and professionals are firmly established; this makes certain that structures are in place to effectively support all children, including those with special educational needs and/or disabilities.
- Children are enthusiastic and keen to learn. They are making exceptional progress in all areas of learning. Staff successfully implement comprehensive assessment systems that closely monitor children's progress so that individual learning plans are tailored to meet children's learning and developmental needs.
- Highly effective key person systems are embedded in staff practice. As a result children develop strong relationships with staff so that they are happy and confident in their learning environment. Parents are firmly involved in the decision making process regarding their children's care; staff effectively share information regarding children's progress while at the setting or at home.

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 checked all details held about the provision prior the inspection.
- The inspector spent the majority of the inspection with children in their group rooms, observing staff's practice and talking to key persons.
- The inspector sampled children's information and development records, and the safeguarding policy, which was discussed with the provider.
- On-going discussion and joint observation took place with staff throughout the inspection.
- The inspector gathered parents' views through discussion during the inspection and through reading parents' comments in their children's files.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Happy Little Bunny Day Nursery registered in 2003. It is a privately owned nursery, located within a small parade of shops on a main road in Sydenham, South East London. The nursery operates from the lower and upper floors of the building, with annex rooms at the rear. There is also an enclosed outdoor play area. The nursery is open from 8am to 6pm for 49 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged two, three and four years. Currently, there are 69 children on roll aged from three months to five years.

The nursery supports children with special education needs and/or disabilities and children who learn English as an additional language. The nursery employs 29 staff; of these, all hold appropriate early years qualifications. Five staff are qualified to degree level, 17 staff hold qualifications at level 3 and four staff hold qualifications at level 4. The nursery also employs a full-time cleaner and a chef.

What the setting needs to do to improve further

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

- further improve the outside play provision to provide more challenging physical activities for more able children.

Inspection judgements

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

Excellent educational programmes enable children in all group rooms to engage in activities that promote all areas of learning and relate to their age and stage of development. Children are exceeding happy, settled and purposefully engaged in play. Each group room is extremely well organised so that children make choices of toys and books and keenly follow their own interests during play. Children's independent learning skills are increased as they progress towards the pre-school rooms where children's learning is focused to help them reach the early learning goals. Highly consistent practice

in all group rooms ensures that the educational programmes cover all areas of learning effectively. Staff make accurate and consistent observations of children's progress, which are linked to the areas of learning. They assess children's progress and share this information with parents on a regular basis; together they then clearly identify children's priorities for learning. This cycle of assessment is firmly embedded in staff practice and enables children's individual needs to be met effectively. Children who have additional needs are supported well by staff who work closely with parents and the local authority to ensure the assessment procedures are effective. As a result, these children are settling in well to their learning environment and making good progress.

Children participate in an excellent range of activities and outings. Staff use topic themes imaginatively to provide a focus for children's learning. They use books that relate to the theme to enhance children's learning and create a wall display of children's artwork relating to the story. This enables children to develop their skills in expressive arts and design along with developing an awareness of the way a story is structured. Children's communication and language skills are further enhanced as they sing related songs and talk about the story with staff. Babies and younger children are supported exceptionally well by staff. They encourage children to move freely and explore their learning environment. Babies clearly enjoy lots of songs and babble, jig and join in the actions. Older children confidently sing familiar songs from memory.

High regard is given to developing children's physical skills as they use a extensive range of toys and equipment in the outside play area that develop their coordination. They also go on regular trips to the park and soft play centre. Although children use large play equipment at the park, more able children have less opportunities to engage in challenging outside play activities at the setting. Babies have plenty of space to develop their crawling and walking skills in an extremely safe environment. Children competently use operational toys and older children use computers and operational games; this enables them to learn about technology. Children are encouraged to understand about the world in which they live through a rich variety of well planned and stimulating outings. For example, they go on trips to parks, the zoo and farms so that they can gain first-hand experiences of nature. They are motivated to learn about their community through visitors to the setting and through interesting outings. These include the dental hygienist and postal worker visiting, and trips, for example to the fire station. They learn about cultures and beliefs through participation in activities that relate to a variety of festivals. Children's mathematical and literacy skills are extremely well promoted as they play in an environment that is rich with written text and numbers. This is coupled with easy access to drawing materials in all group rooms and in all of the pre-school areas of learning. Therefore, children are developing excellent writing skills as they are able to write while playing in the home corner or the maths area, for example. Older children show very good counting skills and are beginning to write and recognise numbers. Children use a broad range of puzzles and construction sets to develop their problem solving skills.

Children enjoy being imaginative. For example, younger children engage in role play 'at the doctor's' and enjoy bandaging up the staff and dolls. Older children re-enact real life experiences as they play cooperatively in the home corner. Overall, children participate in an excellent educational programme as staff support children extremely effectively during play. Staff show high regard to promoting children's self-esteem. They display many

photographs of children participating in a broad range of activities and hold an annual graduation party when children leave the setting to go to school to celebrate their success.

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

Children show extremely strong attachments to staff as they are very confident and happy in their care. They freely approach staff to talk during play or if they are upset; this shows that they feel safe and secure. Children are exceptionally well behaved and show a clear understanding of expectations of their behaviour. This is because staff implement daily routines that promote children's behaviour, such as helping to tidy away toys after use and lining up to go outside. Staff also use printed behaviour symbols to re-enforce and remind children of these expectations, such as sitting appropriately at group times, good listening and sharing. Furthermore, staff use this practice consistently, which helps children, including those with additional needs, to develop their social skills.

Children learn about foods that are good for them through planned activities, such as making creative displays about the foods they like. They enjoy relaxed and sociable meal times and make choices of the foods that they like. Staff set the scene by adding tablecloths and sit with children in small groups and encourage conversations. Staff provide a nutritious diet of freshly prepared meals that are cooked on the premises. Babies' mealtime routines are tailored to meet their individual needs. Staff show high regard to promoting good hygiene practice; this includes working with the Food Standards Agency to achieve their highest award for food and hygiene safety standards. Staff use daily record sheets to note the details of the food and drink intake for younger children, along with their sleep times and activities of the day. For older children, staff use message boards to share details with parents and all staff make time to chat with parents when they collect their children; this ensures a good two-way flow of information sharing.

Excellent key persons systems are well established so that children's development is tracked effectively. This enables staff to follow the transition procedures and promote a smooth transition for children as they move up to the next age group room, in the setting or when they transfer to school.

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

Exceptional leadership and management of the provision fully promotes the smooth running of the nursery for the benefit of all children who attend. Staff are extremely clear about their individual roles and responsibilities and promote a professional approach to all aspects of their work. A broad range of comprehensive policies and procedures are successfully implemented by staff which, support the management of the service; this is evident in the way that staff work cooperatively, closely supervise children and support their learning exceptionally well.

Excellent systems are in place to help safeguard children and promote their welfare.

Safeguarding procedures are in place and all staff have attended relevant training. Staff use the Common Assessment Framework to share information with other professionals who support the children and their families. As a result, targeted and individualised support is offered to the children who receive funding under the two year olds programme, and for children who have special educational needs and/or disabilities who attend the setting. Children's welfare is also safeguarded as staff keep accurate records relating to attendance, accidents and any medication administered. Promoting equality is firmly embedded in staff practice. The staff team accurately reflect the culturally diverse community in which the children live; as a result they are able to effectively support children and their families who use English as an additional language. Parents spoken to during the inspection explain how their children have settled well at this nursery. They report that they provide information about their children's progress and events of the day. Parents also comment that they can see that their children have made good progress since they began, for example, their children's language skills have improved, and they sing songs at home that parents know they have learnt at the setting. Parents report that they find staff approachable and that their children are very happy at the setting.

Staff show high regard to promoting children's safety. They commission the services of a health and safety consultancy company to ensure their practice is highly effective in reducing any risks to children. They conduct frequent risk assessments relating to the setting and any outings. Children also learn about safety through well established routines, such as walking up and down the stairs sensibly and through participation in regular fire drills.

Robust systems of staff supervision are in place. This ensures that staff have regular opportunities to discuss any concerns regarding their work practice and identify any training needs. Staff successfully use self-evaluation as an on-going tool to make improvements to the quality of the service. The last inspection was graded as outstanding and staff have maintained these high standards and made further significant improvements. For example, they have improved their practice and implemented new procedures regarding security of the premises. They have also successfully met the recommendation raised at the last inspection by devising clear systems for sharing information if any children attend other educational settings. This commitment to driving continuous improvement is evident in the ambition and drive of the management team who enthuse the staff while projecting expectations of a high quality provision. Exceptional deployment of staff ensures that the time that children attend is well organised; as a result children are effectively supported and overall, make excellent progress in all areas of learning.

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

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| Unique reference number | EY445340 |
| Local authority | Lewisham |

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|------------------------------------|--|
| Inspection number | 783833 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 65 |
| Number of children on roll | 69 |
| Name of provider | Happy Little Bunny Day Nursery Limited |
| Date of previous inspection | Not applicable |
| Telephone number | 02086767977 |

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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