

Banstead Bunnies Pre School

St. Pauls Church Nork, Warren Road, BANSTEAD, Surrey, SM7 1LG

Inspection date	23/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 benefit from a well-organised, safe, welcoming and inclusive setting. They have very good relationships with staff, which helps them settle quickly. They show good levels of confidence and independence and are motivated to learn.
- Staff work closely with parents, using effective systems for communication that ensure that parents are fully involved in their child's learning.
- Children take part in a wide range of activities and experiences that stimulate and challenge them. They make good progress in their learning in relation to their age, starting points and capabilities.
- The staff team are very committed to developing and improving the provision. They monitor their practice closely and take effective steps to ensure positive outcomes for children.

It is not yet outstanding because

- Systems for sharing information when children attend more than one early years setting are not fully established.
- Children do not currently take part in a wide variety of challenging climbing and balancing experiences.

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.

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- Discussions were held with the manager and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Banstead Bunnies Pre School is a privately owned setting. It registered on the Early Years Register in 2012. The setting operates from a church hall located in the Nork area of Banstead, in Surrey. Children have use of a main hall and there is an enclosed area for outdoor play.

The setting is open from 9am until 12 noon every weekday during term time only, with an extended day until 2.50pm on Wednesdays and 1.30pm on Thursdays. There are currently 42 children aged from two years old on roll, who attend for a variety of sessions. The setting receives funding for the provision of free early education to children aged three

and four years old. They support children with special educational needs and/or disabilities.

There are four members of staff who work at the setting. The manager has Early Years Professional Status (EYPS), one member of staff has a relevant level 5 qualification and the remaining two staff members have level 3 childcare qualifications. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- strengthen links with other early years settings that children attend, for instance by sharing information about progress and next steps, in order to develop a consistent approach
- extend opportunities for children to take part in challenging climbing and balancing activities.

Inspection judgements

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

The staff team show a good understanding of how to support children's learning through play. They plan and provide a stimulating, varied curriculum that helps children make good progress in all areas of their development. Staff make sure that they have detailed information about each child's background, starting points and needs. For instance, they ask parents to complete comprehensive 'all about me' forms before children start. This ensures children's individual needs are met well and they receive all the support they need. Staff carefully observe children's achievements and identify precisely focused next steps for their learning. They keep parents well informed about children's progress through weekly diaries and informative end of term reports, which include details of how parents can support their child's learning at home.

Children learn a wide range of skills and attitudes that help prepare them well for the next stage of learning and for school. For instance, they listen attentively at circle time, speak confidently and begin to manage their own coats and wellington boots when they go outside. They are enthusiastic, keen to take part in activities at the setting and motivated to learn. Staff skilfully support children's language development when they ask questions to extend conversations, and many children quickly gain confidence in this area. They

successfully foster children's interest in books by creating a welcoming area where they can share stories. Children experiment with shape and size as they build models with bricks and they count confidently as they play. They carefully add counters to the weighing scales until they balance. Children practise their existing physical skills and gain new ones when they pedal bikes, throw and catch balls or play with the hoops in the outdoor area. However, staff not provide children with more challenging opportunities to climb and balance in order to extend their learning and development further.

Staff plan some very good opportunities for children to investigate the world around them. Children are fascinated to discover that salt melts their block of ice and they are delighted to see the tracks it makes through the ice by adding food colouring. They take their own 'spotter sheets' on a woodland walk, marking off the animals, birds and plants that they find. They share their lives and experiences when they take the preschool mascot 'Nibbles' home for the weekend, bringing back pictures and a diary of his time with them to show their friends.

Staff effectively extend children's skills in using everyday technology through practical activities. For instance, children take photos of each other with digital cameras, which they then print out and make into a big wall display. Children use their imaginations when they make a bed for their dolls in the book area, or develop a story together involving some fierce dinosaurs in the sand tray. They join in with songs enthusiastically and enjoy exploring soft and loud sounds with an array of musical instruments.

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

Children have good relationships with the staff team and each other and greet each warmly as they arrive. Staff are very sensitive to children's individual needs, which helps them settle and grow in confidence quickly. This effectively supports children's emotional and physical wellbeing. Children respond well to the staff's calm, positive approach. They quickly become familiar with the routines and expectations of the setting, show care and concern for one another and behave well. Older children make sure their younger friends have a turn in their game and help them find their shoes.

The setting is welcoming and well-equipped, with a good variety of age-appropriate resources for children to choose from both indoors and outside. Staff give high priority to children's safety. They conduct daily checks of the hall and outdoor area and supervise children closely at all times. As a result, children move safely around all areas of the setting and show good levels of independence. They carefully serve themselves their own fruit at snack time, select their own resources and help tidy activities away. Children develop a very good understanding of risks and how to keep themselves safe. Staff involve them in the risk assessment before they go on a walk in the woods and again when there are some builders mending the roof. They remember that it will be slippery outside today because of the ice and snow, so they will need to walk carefully.

Staff develop children's understanding of healthy practices effectively. They plan interesting practical experiences to help children learn about the reason for good hygiene

routines, for instance when they dip their hands in sticky glitter to represent invisible germs. Children know that they need to wash their hands before they have their snack and after they paint at the easel. They choose from a variety of tasty fruit at snack time and play outside every day, as part of a healthy lifestyle.

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

Effective arrangements are in place to safeguard children's welfare. Staff have a thorough understanding of their responsibilities towards the children in their care and the need to provide a safe environment. Robust recruitment procedures ensure that children are cared for by appropriately vetted and qualified staff. All required documentation that supports the smooth day-to-day running of the setting is in place and is well organised and comprehensive. A clear process for induction and mentoring ensures policies and procedures work effectively in practice and staff work well as a team. Staff share tasks and responsibilities throughout the session, such as supervising the snack bar or organising a focus activity. They have opportunities to develop their skills by attending local courses and their performance is monitored through regular supervision and appraisals. This helps ensure that the staff group is well trained and supported.

The staff team are very committed to continually improving the setting. They have a clear understanding of the learning and development requirements and take well-targeted steps to address any areas for improvement that they identify. For instance, systems for assessing children's learning have been reviewed and updated so that their progress is now closely monitored. Staff have also recently started planning circle time activities in more detail and separating children into smaller groups on some occasions. As a result, children's individual needs are met well during these sessions.

Staff work very closely with parents and welcome them warmly into the setting. Parents express their appreciation of the friendly, positive approach of the staff team and feel that their child is well cared for. They have access to comprehensive policies and procedures and are kept well informed about the day-to-day provision through notice boards, newsletters and the preschool's website. Staff also make any necessary links with other professionals to ensure that any children who have additional needs are supported effectively and experience a consistent approach. However, systems for working in partnership with other early years settings that children might attend, such as childminders or other preschools, are not yet fully established.

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	EY448315
Local authority	Surrey
Inspection number	806919
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	42

Name of provider	Banstead Bunnies Limited
Date of previous inspection	Not applicable
Telephone number	07946507692

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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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