

# Frodsham Happy Bunnies

Toddler Inn, Mill Lane, FRODSHAM, WA6 7JA

<b>Inspection date</b>	26/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 are treated with the utmost care and respect as unique individuals. Therefore, they quickly develop confidence, high self-esteem and a strong sense of belonging within the welcoming and homely nursery environment.
- The enthusiastic staff team are highly valued by the providers who nurture and enhance their skills and professional development.
- Staff use their good understanding of each child and in-depth knowledge of how children learn, to follow their interests and provide a range of stimulating experiences to support them in their learning.
- Children develop excellent communication skills because staff listen to them, model language well and ask questions that encourage children to talk about their ideas and experiences.

### It is not yet outstanding because

- Children do not consistently have rich opportunities to enhance their early writing skills or fully engage in activities which encourage children to experiment with writing.
- There is scope to extend opportunities for children to explore a wider range of freely accessible art resources and everyday materials to further promote their creativity and imaginative skills.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke to children and observed activities in playrooms and outdoor play areas.
- The inspector held a meeting with the manager and providers, and carried out a joint observation with the manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observations and assessments records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

## Inspector

Barbara Wearing

## Full Report

### Information about the setting

Frodsham Happy Bunnies was registered in 2012 and is on the Early Years Register. It is privately owned and operates from four rooms in a renovated property in the Frodsham area of Cheshire West. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three hold appropriate early years qualifications at level 3 and three staff have a degree in Early Childhood Studies. The nursery opens Monday to Friday, from 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 66 children attending the nursery who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- maximise opportunities for children to practice and consolidate their already good writing skills by, for example, offering a wider choice of writing materials to make lists or so staff can act as scribes to write down ideas children suggest
- extend the range of creative resources available to children so that they can experiment in using and joining materials in different ways in order to further explore and develop their imagination.

## Inspection judgements

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

Staff have a good understanding of how children learn and the Development Matters in the Foundation Stage. This is reflected in the purposeful observations and assessments of children, including the progress check at age two, which celebrate their achievements and accurately show their skills and interests. These are used to decide next steps in their learning and inform how staff, parents and other agencies support children in reaching these. Parents and children are fully involved in this process. This ensures that parents' knowledge of their children is reflected in the planning and enables them to enhance children's learning at home. Children eagerly find their 'learning journey' in the book area

and show a great sense of pride in their achievements. They are fully supported by skilled staff who provide a range of exciting and stimulating activities and experiences. They have fun, are highly engaged and develop the range of skills needed for the next steps in their learning, including school.

Children become highly confident in their communications with each other, staff and less familiar adults. Staff working with babies and younger children are skilled at supporting children's language and increasing their vocabulary. They are attentive and respond quickly to their non-verbal communications and model language well. They name objects children point to and give commentary as they play. Staff working with older children ensure that quieter children have equal opportunity to share their ideas and news. Therefore, they feel valued and develop their confidence and communication skills. Children learn to take turns to talk, listen to each other and ask questions. They enthusiastically talk about recent holidays or sledging outings with their family. Some older children show a keen interest in writing and are able to link sounds to letters, write their names and some other letters or simple words. Staff extend these skills during planned activities, for example, as they make their own alphabet line and identify familiar letters during story time. They take opportunities to encourage younger or more reluctant children to develop literacy skills by making marks using different materials or finding letters in the sand. A good selection of writing materials is available for children at the art table and in the outdoor play areas and there is some print on display in the playrooms. However, these do not fully inspire children to practise and develop their writing skills in a range of situations throughout the day and in different areas of their play.

Staff take many opportunities to ask children questions to extend their reasoning and learning. For example, a child recalls that some of the snow she saw when sledging was brown. Staff ask why it was brown and they discuss that it is white when it falls from the sky and explore what might make it brown. Children's understanding of mathematics is promoted during planned activities, daily routines and through children's free play. As children get ready for tea, staff ask how many chairs they have, how many children there are and whether they have enough chairs or need more or less. Staff count with younger children as they play, for example, counting the number of eggs they find in the shaving foam. Parents report how they have recognised different opportunities to count at home with their children after discussions with staff about their children's skills and interests. Children have a suitable selection of creative art materials freely available. However, these do not fully extend opportunities for them to design and create pictures or models using a wide range of media and everyday materials. Adults provide opportunities for children, including babies, to explore a range of media using different senses. Babies are enjoying splashing in water and toddlers are intrigued by the feel of the shaving foam. Children develop their imaginative skills as they rearrange furniture in the room to create cars to go on holiday, gathering instruments to make music for the journey. Younger children cover a table to make a den and staff help them to find torches as they discover it is dark. This demonstrates their understanding of the uses of technology, which is also promoted by the introduction of new computer programmes and other equipment, such as cameras.

Children develop good physical skills as they engage in activities indoors and outdoors. Staff ensure babies have opportunities to spend time on their tummies and backs, encouraging them to stretch, grasp and roll and strengthen their muscles. They develop

confidence in crawling and walking using furniture, walkers and staff as support. Good use is made of the very well-resourced outdoor play areas and outdoor classroom. These promote all areas of children's learning and allow them to be active in their play. Children run, balance, climb and crawl. They develop an understanding of the natural world as they plant seeds and grow plants in the garden area and watch for birds at their bird feeder. Staff encourage children to observe and talk about similarities and differences of people within our diverse society and to develop a respect for themselves and others. They study themselves as they paint portraits, learn about various cultures, celebrations and family make-up and value each other's abilities and personalities.

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

A keen emphasis is given to establishing strong relationships throughout the nursery based on mutual care and respect between staff, children and parents. Children play happily within the appropriate boundaries as they are highly engaged throughout the day, are valued by caring staff and develop a high self-esteem. They develop skills to keep themselves safe as staff talk to them about possible hazards when introducing new activities or resources. Staff regularly check the building for hazards and take appropriate action to maintain children's safety. Children were aware at the inspection that they could not use some of the outdoor play areas because there was a risk that the snow on the roof might melt and fall on them.

Parents share information regarding their children's abilities, routines and needs as they settle into nursery. All staff, especially those caring for babies, are highly sensitive and ensure that the nursery routines are flexible in meeting the children's individual needs. They know their key children well and quickly pick up on signs that they are tired or not well. Close and secure attachments are formed between children and staff, particularly their key person. Therefore, children settle well within the nursery and quickly become confident in exploring all that is on offer to them. Older children chat to staff about their siblings who are based in the baby room and they have opportunities to spend time together during the day. Children are supported well by their key person as they move to other rooms in the nursery. As the nursery has only recently opened, no children have yet transferred to school. However, staff are building links with local schools to establish positive working relationships with them to support children in their transition to school in the autumn term.

The converted nursery building and outdoor area has been restored with great care and thought. It provides children with a bright, stimulating and inviting environment with plenty of room to explore and be active in their play. The playrooms are well organised and provide a good range of high quality toys and resources, including some natural and every day resources. Staff are continuing to develop some areas to further extend children's learning, particularly in the pre-school room, which is not yet used every day. Staff work closely with other professionals to ensure that the environment, resources and furniture allow children with disabilities to fully explore all that is on offer.

Children develop a very good understanding of the importance of healthy lifestyles and independence in their personal hygiene. Older children learn about their bodies and talk

about their lungs, heart and tummy and the importance of healthy eating. Well-delivered physical exercise sessions encourage children to learn about the importance of warming up their muscles before they exercise and of drinking water afterwards. Children enjoy sociable mealtimes and make choices from the nutritious snacks and meals that are freshly prepared on the premises. Older children skilfully pour their own drinks and use tongs to serve their own fruit and toast and babies develop skills to feed themselves using their fingers and appropriate utensils. The chef spends time with children, engaging them in cooking activities and teaching them the importance of food hygiene.

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

Children are safeguarded well as staff have a secure understanding of the signs and symptoms of abuse or neglect and the action they must take to ensure children are protected. Rigorous recruitment and vetting procedures ensure that all staff have appropriate checks, qualifications and skills to work with children. The thorough induction procedure ensures that staff have a clear understanding of their roles and responsibilities and the nursery's policies and procedures. This ensures children's safety and welfare is fully promoted.

Staff admire the provider and share her passion and enthusiasm for providing high quality early years provision. The provider and manager fully understand their responsibility in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They have a strong commitment to supporting staff in their ongoing professional development. The manager observes staff practice and has regular meetings to discuss their strengths and identify areas for development. The provider and manager encourage and support staff in undertaking further training. The manager is currently working towards achieving her Early Years Professional Status and is highly motivated to implement a number of initiatives at the nursery. These have been identified through her increasing knowledge of early years, reflection on current provision and feedback from parents and staff. She routinely includes other staff and parents in developing these initiatives, for example, the introduction of more natural materials in the baby room.

Although the manager works within the baby room, she is allocated one day a week during which she is able to monitor the effectiveness of the educational programme and check the quality of the observations, assessments and planning processes. Clear tracking of children's progress highlights any gaps in children's learning and additional support is sought from other professionals when appropriate. Therefore, all children, including those with special educational needs and/or disabilities, make good progress in all areas of their learning.

The effective self-evaluation processes involve staff, parents, children, the local authority and other professionals. It accurately identifies the nursery's strengths and some key areas for development. Parents' views are sought routinely and their feedback is very positive. They particularly appreciate the welcoming atmosphere within the nursery and the high quality toys and resources on offer. They find that sharing information regarding

their children's progress and experiences at home and nursery helps them to understand and extend their children's learning. Suggestions that they make are taken on board and have included putting more coat pegs in group rooms, having a nursery pet and having a suggestion box in the reception area.

## 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 action. 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

<b>Unique reference number</b>	EY443338
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	887437
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	103
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Dolly Coffey Company Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01928 732 333

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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, which are usually the childminder's 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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