

Busy Bunnies Day Nursery

39 Thornsett, Birch Vale, HIGH PEAK, Derbyshire, SK22 1AZ

Inspection date

Previous inspection date

09/05/2013

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

It is not yet outstanding because

- There is room 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.
- The organisation of the book area does not always stimulate children's interest in a handling and reading a wide variety of books.

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.

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

Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of an activity in the pre-school room.
- The inspector held meetings and observed practice with the provider and manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

Busy Bunnies Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a self-contained building in the Birch Vale area of High Peak, Derbyshire, and is privately owned and managed by Busy Bunnies Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from two rooms on the ground and first floor and there is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at degree level, the owner holds Early Years Professional Status and one is currently working towards an appropriate early years qualification at level 3. The nursery opens Monday to Friday all year round, excluding Bank Holidays. Sessions are from 7am until 6pm and children attend for a variety of sessions. There are currently 26 children on roll who are in the early year's age group. The nursery provides funded early education for two-, three- and four-year-olds. It also offers care to children aged from five to eight years of age.

What the setting needs to do to improve further

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

- extend the range of creative resources available to children so that they can experiment with a wide range of materials and textures, mixing colours and using and joining materials in different ways in order to further explore and develop their imagination
- review the organisation of the book area to create an attractive space where children and adults can enjoy books together, and which promotes children's understanding of handling books carefully.

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 develop. 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 effectively 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. For example, parents with babies and toddlers are encouraged to add comments in their communication diaries and those with older children complete parental observations from home. In addition, parents also receive regular progress summary reports and newsletters so that they know what topics and events are planned in the future. As a result, children receive good continuity of care and learning. Children 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 very confident in their communications with staff and each other. Staff working with babies and younger children are skilled at supporting children's language and increasing their vocabulary. They are attentive, 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 to ask questions. For example, when playing a game they enthusiastically take turns to press the button and listen to the various animal sounds. Staff encourage children to use their 'listening ears' and to name the animal they think makes each sound and to find the corresponding picture. Children eagerly copy each sound and confidently name the animals such as, a peacock and an elephant. Some older children show an interest in writing and are able to link sounds to letters and write their names. Staff extend these skills during planned activities, for example, as they find their name card at lunch time. They take opportunities to encourage younger or more reluctant children to develop literacy skills by making marks using different materials. For example, children enjoy using chinks, brushes and water to make marks outside. Children enjoy listening to stories at group time. However, the organisation of the book area does not encourage them to enjoy books together at other times of the day, or promote their understanding of how to handle books carefully.

Staff take many opportunities to ask children questions to extend their reasoning and learning. For example, children playing in the water tray are asked to name the different objects that they find and to describe what they are doing. Children eagerly show staff the different shells they find, name the colours and show staff how they hold water as they pour it into their hands. Others enjoy naming the sea creatures as they push them through the water. Children's understanding of mathematics is promoted during planned activities, daily routines and through children's free play. As children get ready for lunch, staff ask how many cups they have, how many children there are and whether they have enough cups or need more or less. Staff count with younger children as they play. For instance, they count how many children are pretending to sleep in the tent and are encouraged to think about how they could get more inside. Toddlers and older children have a suitable selection of creative art materials available because staff put these out in small bowls. However, the storage and organisation of other creative resources do not fully extend opportunities for them to design and create pictures or models using a wide range of media and everyday materials. Staff provide good opportunities for children, including babies, to explore a range of media using different senses. Babies and toddlers

enjoy splashing in water and exploring the texture of sand, shaving foam and rice. Children develop their imaginative skills well as they rearrange people in the doll's house. Younger children happily use pans and spoons in the role play area to stir pretend food on the oven before pouring it into a bowl to eat. Children learn how things work as they use the mouse when using the computer. This demonstrates their understanding of the uses of technology, which is also promoted through other equipment, such as calculators and battery operated toys. Children learn about diversity and difference as they learn about a good range of festivals and special events from around the world, including Chinese New Year, Diwali and Hanukah. In addition, they also take part in local events such as the carnival.

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 and staff as support. Good use is made of the outdoor play area to encourage children to be active in their play and learning. Toddlers and older children eagerly explore the sand tray, balance on small stilts, negotiate obstacles when riding wheeled vehicles and play on the slide and see-saw. They develop a good understanding of the natural world as they plant seeds and grow plants such as, marigolds, peas, sunflowers and carrots.

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

A good 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 actively engaged throughout the day, are valued by caring staff and develop a high self-esteem. Younger children develop skills to keep themselves safe as staff talk to them about possible hazards when introducing new activities or resources. Older children learn to take responsibility for their own safety, for instance, as they practise the emergency evacuation drill and learn about road safety when visiting the mobile library and visiting the chickens in the village.

Parents share information regarding their children's abilities, routines and needs as they settle into nursery. All staff, especially those caring for babies, are 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 toddler or 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 re-opened under the new ownership, no children have yet transferred to school. However, staff have already forged good links with local schools to establish positive working relationships with them to support children in their transition to school in the autumn term. This includes inviting teachers to visit the children in the nursery.

The nursery building 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 everyday resources. Staff are continuing to develop some areas to further extend children's learning, particularly in the baby and toddler room, which is not yet used every day. Staff work closely with other professionals to ensure that the environment, resources and furniture allow all children to fully explore all that is on offer.

Children develop a good understanding of the importance of healthy lifestyles and independence in their personal hygiene. Older children learn about their bodies and talk about the importance of healthy eating to make them grow big and strong. They get very excited when it is time to play outside, where they effectively negotiate the large-scale play apparatus and use ride-on toys. As a result, children's physical skills are developing well. 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 spoons to serve their own vegetables. Babies and toddlers develop skills to feed themselves using their fingers and appropriate utensils. All children's individual dietary requirements are discussed regularly with parents, and meals times adapted to suit their needs. Babies and toddlers go to sleep happily with staff close by to help them settle.

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. Detailed 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. Detailed risk assessments cover all areas of the premises to support children's safety and security.

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 provider 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, and the provider is motivated to implement a number of new initiatives at the nursery. These have been identified through her good knowledge of the Early Years Foundation Stage, 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 newsletters and formal parent evenings. The provider and manager work closely together 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 their 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 and other professionals, and accurately identify 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 friendly and approachable staff. 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. As a result, the nursery demonstrates a good capacity to make continuous improvement.

The Childcare Register

The requirements for the compulsory 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 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

Unique reference number	EY455536
Local authority	Derbyshire
Inspection number	890134
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	26
Name of provider	Busy Bunnies Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01663747350

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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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