

Bunny Run Childcare Ltd

Sham Lane, Eridge Green, East Sussex, TN3 9JA

Inspection date	28/05/2013
Previous inspection date	23/02/2011

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		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

- Superb assessment and monitoring enables staff to plan activities that are skilfully aimed at promoting children's individual learning and development.
- Excellent team working creates a harmonious, friendly and extremely efficient environment.
- Children develop excellent self-esteem and confidence as a result of the praise and encouragement they receive.
- Highly effective partnership working with parents and other professionals ensures coordinated and consistent care for children.
- Vigorous and accurate self-evaluation results in a service which is continually improving to meet the evolving needs of the children and their families.
- A recent increase in the support and resources aimed at offering more physical challenge for children significantly enhances their enjoyment and development.

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 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 viewed all areas of the nursery including the outdoor play areas.
- The inspector spoke with member of the management and staff team, children and parents at appropriate times during the inspection.
- The inspector observed a range of activities throughout the nursery.
- The inspector observed hygiene practices and scrutinised related records.
- The inspector sampled children's development records, complaints procedures and records and a range of written policies and procedures.

Inspector

Liz Caluori

Full Report

Information about the setting

Bunny Run Childcare Ltd registered in 2002. It is one of two settings run by Bunny Run Childcare Centre. The nursery operates from two main rooms in a converted barn situated on a business park on the outskirts of Eridge, near Tunbridge Wells, Kent. Children use two enclosed outdoor play areas as well as going on walks in the fields and woodlands.

The nursery open each weekday from 7am to 7pm for 50 weeks of the year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 96 children on roll, in a mix of full- and part-time places. The nursery supports children who speak English as an additional language.

There are 17 members of staff working with the children, 15 of whom hold appropriate early years qualifications. The nursery provides funded early education for children aged three and four years.

What the setting needs to do to improve further

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

- review the organisation of the indoor area used by the oldest two groups of children to make it easier for them to move around the space to select the resources.

Inspection judgements

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

Children make tremendous progress in their learning and development as a result of the outstanding educational programmes in place. The management and staff team very skilfully plan activities and experiences which inspire children and offer the perfect amount of challenge. Staff are extremely playful, spontaneously singing and dancing to engage and amuse children. Dressing up is a popular activity with both children and staff. A day spent dressed as superheroes is enjoyed by all and generates a lot of interesting discussion and learning. Children identify fire fighters as heroes and speak knowledgeably about their role as part of a topic based around 'people who help us'.

Staff provide an exceptionally broad range of inspiring activities for children throughout the nursery. For example, children have recently worked with staff to create a cast of animal and vegetable based characters to use to create their own stories. A display for parents shows the different characters and the names they have been given by the children. These include names from different countries which illustrates the highly

effective teaching that takes place to help children learn about the wider world. By creating their own stories children develop their imagination, their language and their literacy skills. Another new initiative also very successfully promotes children's literacy skills. Staff produce monthly newsletters for children which include a range of different colours and fonts. The intention of this being to teach children that print comes in many different forms. The newsletter includes pictures of children's achievements, specifically their art work and models. It also includes messages such as the importance of sun safety. There is also a 'spot the difference' item which encourages children to compare and notice differences. Children act as journalists, suggesting ideas for information and taking photographs to be included. For example, two children are keen to report that people should not pick bluebells. Staff support them well by planning a walk to take photographs of bluebells in a nearby woodland.

Extremely effective arrangements exist for assessing children's progress, planning for their future learning goals and identifying any gaps in their achievement. Parents take a very active role in their children's learning, making sure that children's all round developmental needs are understood fully by staff at all times. Staff very competently complete the required progress checks for children aged two years and share this with parents.

All staff consistently use extremely effective strategies to promote children's language skills. Lively discussions can be heard throughout the nursery and staff use good open-ended questions to encourage children to give considered responses. They also use children's love of songs and singing to introduce new vocabulary and to give them the confidence to express themselves in front of others. Older children become animated as they share stories from home, discuss the games they are playing and make jokes. Younger children develop language rapidly, gaining confidence in naming objects in their environment. Babies communicate their feelings and needs confidently and they tune in to the warm, caring eye contact and positive body language of staff.

Staff fully recognise the importance of ensuring that children engage in challenging physical activities. This helps children develop their coordination, their physical strength and also allows them to take risks in carefully managed situations. Babies benefit significantly from resources such a very low level climbing apparatus and soft play equipment in their group room. Those who are learning to walk receive wonderful encouragement. Staff know exactly what each child can do and so recognise new achievements immediately. They reward the child's efforts with smiles and words of praise. Older children relish exploring the climbing equipment in the attractive outdoor areas.

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

Children's emotional well-being and all round care needs are met exceptionally well. There is a very strong sense of family within the nursery which is plainly evident as staff respond to children's new achievements with genuine excitement. Children frequently greet staff with a cuddle and approach them readily throughout the day for support or just to play. Each child is assigned two key persons to ensure that there is a member of staff who

understands their needs thoroughly present at all times. As a result, all children demonstrate a very strong sense of security. Children behave beautifully. They respond to the positive atmosphere and the excellent role modelling of staff. Children are polite, funny, considerate and extremely friendly.

An extremely impressive range of toys and equipment is available to children both indoors and in the outdoor play area. The organisation of the baby and toddler room is exemplary. The decor, furnishings and presentation of toys creates an extremely comfortable, inviting environment for children to explore safely. The areas used by older children are equally well resourced and inspiring. Children benefit from the freedom to select items independently. However, there is a small area where the organisation of furniture makes it a little awkward for children to move around easily but generally they cope with this well.

The promotion of children's health is given high priority. Nappy changing arrangements are very good and children receive sensitive support with their potty training and toileting. Records indicating the frequency of nappy changes and nappy checks are available for the parent of each child. Hygiene routines are excellent and children routinely wash their hands before eating. Children enjoy nutritious snacks and meals throughout the day. Food tasting sessions for parents reassure them that the food their children are eating is tasty as well as healthy.

Staff prepare children extremely well for their move to school. Each child receives individualised support to reach their full potential. Staff also work effectively with parents and staff from the local schools to ease children's anxieties. Staff provide teachers with comprehensive records to inform them of each child's interests and abilities.

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

Highly effective leadership and management, as well as excellent team working, results in an extremely efficient childcare service. Staff practice is monitored extremely well which ensures consistency and high standards. There is a very strong focus on training and staff have excellent opportunities to develop their skills in a number of areas. All staff fully recognise and understand their role in promoting children's learning and development. Superb systems are in place to monitor the success of the educational programmes. Excellent self-evaluation takes into account the views of staff, parents and children. This process results in the accurate identification of the significant strengths of the nursery as well as any areas where there is room for improvement. A detailed action plan is in place to improve outcomes for children and families.

Very clear and robust safety arrangements protect children. Staff recruitment processes are rigorous and excellent security means that no one can enter the nursery without being supervised. Comprehensive risk assessments and daily health and safety checks effectively identify any potential hazards and prompt action is taken to address this. One member of staff takes lead responsibility for child protection. She fully understands the procedures to follow should concerns arise about the welfare of any child. All staff complete online child

protection training as part of their induction. This helps to ensure that all staff are able to identify when a child may be at risk of harm and know what to do if they are worried about a child.

Partnership working with parents is extremely strong. Parents receive a great deal of information both verbally and in writing. They are encouraged to share their views of the nursery through discussions, regular meetings and through questionnaires. The management team take any complaints very seriously and investigate these thoroughly and openly. Parents receive clear and detailed responses to any concerns raised.

The nursery is proud of the very positive feedback they receive from parents. A collection of comments are available to read in the reception area. Parents spoken to during the inspection were very forthcoming in their praise. One said 'I just can't say enough good things. This place is fantastic'. Similarly effective arrangements are also in place to work in partnership with other professional and staff at other childcare settings where care of children is shared. This supports all parties to provide care which is thoroughly coordinated to ensure consistency.

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 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	EY219668
Local authority	East Sussex
Inspection number	917994
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	96
Name of provider	Bunny Run Childcare Limited
Date of previous inspection	23/02/2011
Telephone number	01892 750060

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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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