

Busy Bunnies

St. John the Baptist Greek Orthodox Church, Wightman Road, LONDON, N8 0LY

Inspection date	28/06/2013
Previous inspection date	08/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a variety of choice both indoors and outdoors. They show a real sense of belonging and play happily.
- Children gain confidence and learn to be independent. They benefit from opportunities to take part in physical activities every day.
- The provider responds positively to advice from other professionals, which helps her to work towards the continual improvement of the nursery.

It is not yet good because

- Currently, no staff hold a valid first aid qualification and therefore children's safety is compromised.
- Adults do not interact effectively with children during free play to enable children to learn new things from their chosen play activities.
- Adults do not make good use of the system of observational assessment to focus their planning on children's individual learning needs.

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 observed the children as they participated in a variety of activities.
- The inspector talked with the provider and her staff.
- The inspector sampled the nursery's documentation, in particular the paperwork relating to safeguarding issues and children's progress.
- The inspector took account of parents' views, as noted on questionnaires.

Inspector

Jill Nugent

Full Report

Information about the setting

Busy Bunnies registered in 2006. The nursery is privately owned and operates from a church hall in the Tottenham area of the London Borough of Haringey. It is open every weekday from 8am until 6pm for 48 weeks of the year. Children have the use of two interconnected playrooms and a secure outdoor play area. They also use the large hall for organised activities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They support children who speak English as an additional language. Currently there are eight children on roll in the early years age range. The nursery has two members of staff, this includes the manager. The manager has an appropriate childcare qualification to level 3 and the other member of staff is unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve how adults respond to each child's emerging needs and interests, particularly during child led activities guiding their development through warm and positive interaction
- ensure at least one person has completed a local authority approved paediatric first aid training.

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

- review and develop the system of observational assessment in order to plan more effectively for children's individual learning needs.

Inspection judgements

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

Staff are generally attentive to the individual care needs of the children and consequently children feel well cared for at nursery. However, staff are not wholly effective in meeting the learning needs of the children because the adult support is not enabling to challenge children in their learning. There is an emphasis on providing enjoyable play opportunities for children rather than planning and consistently promoting challenging learning

experiences.

Very young children enjoy opportunities to explore different resources in the company of staff, who sit with them to offer support and a reassuring presence. Older children are confident in making their own choices and enjoy the company of adults, for example, when playing football in the outdoor play area. Staff encourage children to participate in conversation, for example, about their families or recent activities at the nursery. This helps them to feel at home in the setting and to begin to use language to express themselves.

Staff organise group times involving stories, songs and music. These are helpful in encouraging children to listen and to communicate. They offer children a variety of resources from which to choose during free play. Children play happily, often with close friends and favourite toys, for example, a set of animals or building blocks. At times staff talk with children about their play, for instance, encouraging conversation about transport when children choose to play with toy cars. However, staff do not make the most of these child led play sessions to join children in their exploration and to extend children's learning by talking with them. For example, staff do not always guide children's discovery, making helpful suggestions or asking them questions that challenge their thinking.

Children have a wide range of opportunities to enjoy physical activity using a variety of resources, either in the hall or outdoors. For example, they like to explore tunnels, ride on trikes or just run and jump. Staff encourage children to practise their physical skills, for instance, assisting very young children as they learn to walk or challenging older children to jump higher. Children also enjoy hands-on activities, such as filling and emptying containers in water play or exploring paints and other creative materials. These help develop their physical skills and their creativity. In addition, children learn about different cultures and religions when celebrating special festivals, such as Chinese New Year and the Greek Easter.

Staff are generally aware of children's individual stages of development and whether individual children are progressing as expected. They are aware of how they can help children to prepare for further learning at school, for instance, by extending children's knowledge of letters and numbers. However, they do not use their assessments of each child's development to plan activities specifically for individual children, especially in the key areas of literacy and mathematics. Therefore, children are generally well prepared for school, given their individual starting points.

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

Staff prioritise children's well-being. They establish a family-feel to the nursery and children are very content in their care. This results in a relaxed environment where children spend time involved in play activities. Staff keep to set routines for older children, while allowing very young children to follow their own routines. For example, younger children rest when they need to, whereas older children have a quiet time after lunch to avoid becoming tired during the afternoon. Children are well behaved and respond

appropriately to staff's instructions. They are very cooperative, for instance, when helping to tidy away.

Children have fun and there is much laughter as they play. They delight in the opportunity to play outdoors, even in the rain, having great fun jumping in the puddles. Staff make sure children understand the need to keep themselves dry by keeping their hoods up and to change into dry clothes, if necessary, afterwards. Staff encourage an awareness of good hygiene practices and healthy lifestyles. There is fresh fruit and drinking water available throughout the day. Children know they must wash their hands before lunch. The menu is generally healthy and well-balanced.

Children feel safe and secure in the setting as they are well supervised when moving around the premises. Staff remind children how to keep themselves and others safe, for example, when playing with balls. Young children feel emotionally secure because staff give them individual attention when necessary. They always make sure there are resources close at hand to interest children who cannot yet walk. Older children like to participate in role play, for example, having a 'pretend' picnic. Their imaginative play helps them to develop social skills, as they devise and act out different situations together.

Children enjoy opportunities to explore their surroundings and to learn about the natural environment. They grow plants outdoors and learn about the lifecycles of different animals, such as caterpillars. They discover how technological equipment works, for example torches and magnifying glasses. These activities help children to develop respect for their environment. This is reflected in their exemplary attitude towards adults, for example, when sitting quietly looking at books as they wait for their lunch.

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

The provider's documentation provides a sound framework for her practice. She has appropriate procedures in place to promote the safeguarding of children in the nursery. She carries out the necessary checks to ensure any adults working in the setting are suitable to work with children. She has recently updated her training in child protection and knows what to do if staff have any concerns. Her risk assessments of the premises are up-to-date and include sufficient detail to show how potential risks are minimised. Staff are particularly attentive to the safety of children when escorting them through the kitchen to the toilet. Children are also well supervised when using the outdoor play area.

The provider makes sure that all records relating to children's health and safety are well maintained. However, her first aid qualification, and that of her member of staff, are both expired. She is aware that this is a breach of the legal requirement, which states that she must ensure there is at least one person with a current first aid certificate on the premises at all times. She has booked a training course to update their qualifications before the end of next month but, at present, no members of staff hold valid first aid qualifications.

The staff work together to support the children and to meet their needs. They are flexible

in their approach and share tasks so that children are always able to seek out an adult if needing support or reassurance. They focus on providing a homely setting where children feel included and valued as individuals. This results in children developing close relationships with both adults and enjoying their time at nursery. There is a key person system in place and both members of staff observe children's progress and organise activities to follow up their individual interests. However, children's progress records tend to focus on their interests rather than their achievements. Consequently, staff do not effectively set targets for children's learning that are specific and effective in moving individual children on in their learning.

The nursery works closely with parents and, when necessary, other early years professionals, so that children receive continuity of care. There is useful information for parents around the nursery, including details of the nursery's key policies and its educational programme. The provider requests detailed information from parents about their children so that she can provide appropriate care. Staff exchange information daily with parents, either using a written diary or in conversation. A particular strength of the nursery's partnership with parents is the special link books, to which parents contribute photographs and messages about events at home. These are also useful in enabling staff to offer extra support for children who speak English as an additional language.

Parents state that they are happy with the provision for their children and they appreciate the regular feedback they receive. Staff encourage parents to be involved in their children's learning through making observations of their children at home. These are inserted into children's progress files so that they can be taken into account when planning activities. The provider has begun to carry out the progress checks for two-year-old children and shares these with parents too. In this way parents can be made aware of any targets and be encouraged to support their children's learning at home.

The provider has recently completed a self-evaluation as part of a quality award system run by the local authority. This was beneficial in helping her and her staff to reflect on the quality of their provision. She has made a quick and positive response to advice resulting from this evaluation process. For example, introducing induction and appraisal systems for staff and attending a training course for supporting children with special educational needs. She is keen to maintain a practice of continuing self-evaluation in the nursery's new premises so that she can continually improve the outcomes for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- obtain an appropriate first aid qualification (compulsory part of the Childcare Register).
- obtain an appropriate first aid qualification (voluntary part of the Childcare Register)

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	EY339323
Local authority	Haringey
Inspection number	815215
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	8
Name of provider	Soulla Theodosia Brueton
Date of previous inspection	08/12/2011
Telephone number	02083 487744

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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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Piccadilly Gate
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