

# Happy Little Bunny Day Nursery

359-361 Sydenham Road, LONDON, SE26 5SL

## Inspection date

17/06/2013

Previous inspection date

12/10/2012

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	4
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## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not use assessment effectively. Therefore, they are unable to identify and monitor the progress children are making towards the early learning goals.
- Staff do not manage children's behaviour consistently. As a result, children are unable to learn right from wrong.
- Staff fail to communicate to parents the outcomes of issues arising in the nursery. Consequently, parents are not aware of concerns affecting their children's welfare.
- Children are not sufficiently challenged during outside play to support learning across all learning outcomes.
- Children's learning is hindered in some rooms due to the lack of free play, as adults lead children to the activities they choose for them.
- Staff fail to support children who are learning English as an additional language. They do not find out key words in the children's home languages to support their understanding.
- Self-evaluation does not adequately monitor practice to enhance outcomes for children.

### It has the following strengths

- Children enjoy some positive relationships with staff, so they are generally happy.

## **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 children during activities in the main playrooms and the garden.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at a sample of children's learning journeys, planning documents, the self-evaluation form, a selection of policies and procedures and children's records.
- The inspector looked at the documentation regarding staff suitability.

## **Inspector**

Rebecca Hurst

## **Full Report**

### **Information about the setting**

Happy Little Bunny Day Nursery registered in 2003. It is a privately owned nursery, located within a small parade of shops on a main road in Sydenham, South East London. The nursery operates from the lower and upper floors of the building, with annex rooms at the rear. There is also an enclosed outdoor play area. The nursery is open from 8am to 6pm for 49 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged two, three and four years. Currently, there are 69 children on roll aged from three months to five years. The nursery cares for children with special education needs and/or disabilities and children who learn English as an additional language. The nursery employs 27 staff, who all hold appropriate early years qualifications. This includes, five staff who are qualified to degree level, 17 staff who hold qualifications at level 3 and four staff who hold qualifications at level 4. The nursery also employs a full-time cleaner and a chef.

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

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

- consider children's individual needs, interests and stages of development and use this information to plan challenging and enjoyable experiences for each child.
- ensure there is a named practitioner responsible for behaviour management, who has the necessary skills to advise other staff on managing children's behaviour.
- plan and implement purposeful play to promote children's learning and development through a mix of adult-led and child-initiated activities.
- maintain a two-way flow of communication with all parents to promote each child's welfare and well-being .
- take responsible steps to provide opportunities for children with English as an additional language to develop and use their home languages in play and learning.
- implement a robust system of self-evaluation to monitor staff performance, identify and address key weaknesses, and to include the feelings of the children and parents.

**Inspection judgements**

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

Children are generally happy in the nursery; however, their learning and development is not effectively promoted. This is due to the manager's weak understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Systems for observation, assessment and planning are implemented with varying success. Observations are not always completed regularly and some key persons fail to accurately identify where children are in their learning. As a result, the next steps for children's learning are not always planned. Staff produce records of children's progress to share with parents and to help monitor children's achievements. However, because observations are infrequent and the assessments lack rigour, a clear picture of children's progress cannot be ascertained from these records. As a result, parents lack information that may help them to support their children's learning at home. Also, staff have little information to tell them how well children are progressing in each area of learning. Although staff complete the required progress checks for children aged between two and three years, and share them with the parents, it is not clear how these are completed due to the lack of up-to-date written assessments and knowledge of the children's next steps of learning.

Some children are making sound progress in some aspects of the prime areas of learning. Older children receive praise and support from the staff during the activities, which builds their confidence. Children are generally settled in the care of the staff. They have secure bonds with the staff, which builds their positive self-esteem. Children in older rooms work together and they learn the importance of turn taking through the support from staff. This helps to support children's personal and social skills. However, this is not the case throughout the nursery. Children's learning is restricted in the toddler room as children are not able to initiate their own play. Staff lead the children to activities, both in the play room and in the garden, rather than allowing children the freedom to choose. This has a great impact on how they learn across all learning outcomes and prevents children from making choices in their play.

Children learn how to use hula hoops which helps to support their physical development. Staff support children to throw bean bags throw the hoops. They adapt the height of the hoop to see how high the children can throw. Staff look at the differing abilities of the children in the pre-school room to plan to meet their individual needs. Children enjoy story time in the two to three year old room. Staff here use questioning well to promote children's thinking and encourage their communication and language skills. This helps to prepare children for their next stage of learning. Unfortunately, this is not evident with all age groups of children. For example little verbal communication is heard and modelled in the baby group and support for those learning English as an additional language is weak. This affects their acquisition of English language skills.

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

Behaviour management is not consistent. In some rooms, staff fail to support children to learn the differences between right and wrong. In addition, children's self esteem is not nurtured due to how staff speak to the children. They demonstrate a poor understanding of how to build children's positive self-esteem. For example, they do not use children's names when talking about them. This is demeaning to the children and does not value them as unique individuals. Consequently, some staff are not meeting children's needs as they are not good role models to the children or to other staff. This greatly impacts on children's personal and social skills and their learning across all areas of development. In addition, the weaknesses in safeguarding children mean their well-being cannot be assured.

Staff are aware of the languages the children speak at home and there are images to promote equality and diversity around the nursery. However, staff do not find out key words from the parents to promote children's understanding of English. This means children's home languages are not supported during everyday play and hinders children's developing language skills.

Children learn what to do in an event of an emergency as they practise fire drills with staff. This helps children to understand how to keep themselves safe. Meal times are social occasions where staff sit with the children. They talk about what the children are having for lunch and encourage them to eat their salad. This helps the children to learn

about healthy lifestyles. Children have plenty of opportunities to play outside with a range of resources, such as slides, ride in cars and climbing frames to support their physical development. However, there is a lack of other resources in the outside areas to promote children's development across all the learning outcome areas. In addition, some resource areas, such as for role play, are closed up in some rooms. This prevents children from developing their imagination in play.

Staff work with the parents and children to settle them into the nursery. They gain information about the child's likes and dislikes and use this information to help them to settle. However, when children move into older age group rooms, only limited information is shared between the staff in the rooms. The staff rely on the children's files to gain information about children's stage of development and needs. But the inconsistencies in recording information in children's files means that staff are hindered in their ability to support children fully at these times of change. Staff work with the children to prepare them for school. They talk to them about school and what to expect. This helps to reduce children's anxiety about this significant move.

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

The inspection was brought forward due to a number of concerns relating to safeguarding children and their welfare, including staff's behaviour towards caring for children and partnerships with parents. The inspection found that the manager and staff at the nursery do not have sufficient understanding of the legal requirements for the Statutory Framework for the Early Years Foundation Stage. It was found that the behaviour management of children was not appropriate. This applies also to the Childcare Register. The systems for sharing important information with parents about the outcome of incidents that take place in the nursery is poor. For example, parents have to approach nursery staff to find out information. This does not support children's welfare or enable positive relationships.

The new manager understands her role in meeting the safeguarding and welfare requirements with regard to the recruitment of staff. She has recently ensured all staff attend safeguarding training to update their knowledge of protecting children. As a result of the training staff have gained a sound understanding of child protection issues and procedures. They know what action to take if they have concerns about a child in their care. However, although a whistle blowing policy is in place, staff do not always feel able to keep the manager informed of safeguarding concerns that are happening in the nursery. For example, when some staff display inappropriate behaviour management strategies, the manager is not able to deal with concerns in a timely manner. As a result of the inspection findings, the provider is required to take further action. This is because the nursery has not complied with the requirements relating to managing children's behaviour and partnerships with parents, as set out in the requirements for the Statutory Framework for the Early Years Foundation Stage.

The systems for managing staff performance are ineffective and fail to identify

weaknesses in staff practice. However, the current manager has plans to introduce supervision sessions with staff and carry out observations of staff practice, but this is not yet in place, as the manager is new to her role.

The manager does not have a good enough understanding of her role in meeting the learning and development requirements. She has identified some weaknesses, for example, in planning of activities, but has not yet addressed these. As a result, children's individual learning needs are not being met. In particular, staff are not managing their behaviour appropriately and children are not engaged in a purposeful way, as too many activities are adult-led.

Leadership and management involve the parents by gathering their views on the service they provide. They also assess activities to see how well they went but fail to see if overall they are meeting the children's individual needs. This means self-evaluation is not robust enough and does not identify and address key weaknesses to drive improvement.

### 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:

- the registered person must ensure that children's behaviour is managed in a suitable manner.
- the registered person must ensure that children's behaviour is managed in a suitable manner.

## 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>	EY445340
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	905017
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	65
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Happy Little Bunny Day Nursery Limited
<b>Date of previous inspection</b>	12/10/2012
<b>Telephone number</b>	02086767977

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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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