

# Bunnies on the Green

60-62 Stockwell Road, London, SW9 9JQ

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|--------------------------|------------|
| <b>Inspection date</b>   | 07/08/2013 |
| Previous inspection date | 01/06/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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

- Staff monitor children's progress well and use this information to plan effectively to meet children's needs.
- Children are relaxed and happy because they have good relationships with staff.
- Staff keep children protected from harm because they have good safeguarding knowledge and know procedures to follow should they be concerned about a child.
- Staff keep parents well-informed of their child's progress and parents have good opportunities to contribute to their learning.

### It is not yet outstanding because

- Although staff provide learning opportunities in the outdoor area, this is not extensive.
- Children's understanding of nursery routine is not fully supported by pictorial displays.

## 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 interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector held a discussion with management.
- The inspector observed the indoor and outdoor environments.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Bunnies on the Green Nursery opened in 1991. The nursery operates from the United Reform Church premises in Stockwell. The nursery serves families from the local area. It is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare and Voluntary Registers. There are currently 10 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children who learn English as an additional language. A total of five members of staff work with the children, all of whom hold early years qualifications. Three staff hold level 3 qualifications and two staff hold level 2. The nursery receives funding for the provision of free early education for children aged two, 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:

- maximise learning opportunities in the outdoor area to further support children's development
- support children's understanding of the nursery routine by displaying visual displays of key events in the nursery day.

### Inspection judgements

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

Staff plan effectively to meet the individual needs of children and this supports children's good progress. Staff reflect children's interests and abilities in planned activities, which are based on the areas of learning. Consequently, children engage well in a wide range of tasks. They are free to initiate their own play balanced by adult-led activities, which enables them to play independently and in structured ways.

Children use their imagination well to make 'meals' with wood shavings in the nature area of the garden. Staff add interest to their mixtures by offering herbs grown by the children along with potatoes and water. Children delight in the variety of ingredients and staff extend children's learning by talking about the different food names and textures. Indoors, children choose and listen attentively to a story about fruit read by staff in lively tones. Staff increase children's understanding of different types of fruit and their parts by naming them. Children learn to recognise their names on coat pegs and on meal place mats. Staff

teach children letter names and sounds and how to take turns through playing games and by using a range of resources. Children develop creative and early writing skills as they use a variety of tools and materials to draw and write. Staff teach children how to count by using opportunities in daily routines, such as counting the number of children present at snack time. Children show good hand and finger control while they thread string through reels. Staff support children as they complete puzzles by encouraging children to identify matching colours and shapes. These experiences help children to develop useful skills for school.

Staff use a wide range of strategies to support children who learn English as an additional language. For example, they learn key words in a child's home language to help children communicate and use gestures to support understanding.

Children develop good physical skills as they climb on challenging frames and move in different ways across tyres and milk crates in the outdoor area. They ride on wheeled toys skilfully and practise catching, throwing and kicking balls. Although children have some opportunities to develop their learning in the outdoor area, such as planting and growing seeds, these opportunities are not extensive.

Staff keep parents well-informed of their child's progress. They meet up with parents regularly at parents' evenings and share information through daily interaction. Staff also provide parents with daily events sheets to keep them informed of activities related to their child's care, learning and development. Parents are invited in to the nursery to take part in activities with their children and staff offer suggestions on ways that parents can support children's learning in the home. This enables parents to contribute effectively to their child's learning.

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

Children are relaxed and happy in this homely nursery. Staff get to know the children well and use their knowledge of children's interests and skills to meet their needs effectively. Relationships between staff and children are good and children feel safe and secure. Although staff talk to children about nursery routine, there is no visual aid to help children to remember key events in the nursery day.

Children learn how to be safe because staff teach children about road safety. Children help to tidy up resources at appropriate times and walk indoors to prevent accidents. Staff teach children about the importance of hygiene and children have good self-care skills because they use the bathroom independently at appropriate times, such as to wash hands at meal times. The nursery is organised well and resources are clearly labelled and accessible to children, which encourages their independence.

Children develop healthy habits because they have daily fresh air and exercise by using a range of equipment in the garden. They eat nutritious food from an appetising menu and select their own fruit snacks. Staff cater for special dietary needs of children.

Children behave well because staff have clear expectations of children's behaviour. They agree simple ground rules with the children, which are reinforced in daily group times. Staff use a fair and calm approach to manage children's behaviour. Children are supported in their move to school because staff discuss this with the children and local schools invite children to special assemblies or performances. Children spend time settling-in to new groups at the nursery, which helps them to get used to staff and new environments.

Staff help children to understand and value difference by celebrating special events, such as Ramadan. Staff organise specially prepared food and discuss the event with the children.

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

Staff work well to keep children safe. For instance, they carry out regular fire drills and risk assessments to help protect children from harm. Staff are vetted well for their roles and all required checks are carried out, which helps to protect children further. Staff have good knowledge of safeguarding matters and know procedures to follow should they be concerned about a child.

Staff have their training needs identified well through yearly appraisals and this provides opportunities to develop their skills. For instance, staff attend courses on safeguarding to ensure that they have full awareness of signs to identify child abuse and procedures to follow. Management supervise staff regularly and this enables them to see any areas of underperformance so that appropriate support is offered.

Management have effective ways of monitoring planning and assessment. For example, they review assessment folders of children and take part in planning with the staff team. This gives management good insight into the quality of work in this area and also provides information on any children who may be operating outside of expected levels. Management devise strategies to close any gaps in learning.

Staff work well with a range of professionals involved in children's care and learning. They have links with community health professionals who are willing to provide advice and support to children with special educational needs and/or disabilities. Partnership with parents is good because staff keep parents up-to-date with their child's progress and provide good opportunities for parents to contribute to their child's learning.

The setting has good awareness of its attributes and weaknesses and has set clear goals for improvement. For example, management plan to carry out some refurbishment of the premises to enhance children's well-being. Staff have addressed previous recommendations. For instance, staff now link observations and assessments to areas of learning to inform planning. The nursery operates successfully and shows good ability to maintain this in the future.

### **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

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | 144090                        |
| <b>Local authority</b>             | Lambeth                       |
| <b>Inspection number</b>           | 814071                        |
| <b>Type of provision</b>           | Full-time provision           |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 2 - 5                         |
| <b>Total number of places</b>      | 20                            |
| <b>Number of children on roll</b>  | 10                            |
| <b>Name of provider</b>            | Beverley Jane Stovell-Douglas |
| <b>Date of previous inspection</b> | 01/06/2011                    |
| <b>Telephone number</b>            | 0207-738-4795                 |

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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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