

# Bunny Warren Pre-School Nursery

Fratton Community Centre, Trafalgar Place, PORTSMOUTH, PO1 5JZ

## Inspection date

12/09/2013

Previous inspection date

26/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- The high level of organisation across the management team competently and successfully supports staff in understanding and meeting the regulations.
- There are effective systems for safeguarding children across all areas of the provision and these policies and procedures equally support families and staff.
- Practitioners consistently work well within the community to maintain links with other professionals and in this way provide support for children and families.
- Staff sensitively help children to form secure attachments and this enables children to develop and increase their confidence and independence.
- Staff successfully monitor individual children's progress through detailed systems of assessment. They plan for future individual learning needs to ensure that any gaps in children's attainment are closed.

### It is not yet outstanding because

- Staff do not regularly inform all parents about children's next planned steps in learning to enable parents them to share information and contribute to their children's learning records.

## **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 arrived and showed identification documents.
- The inspector explained the details of the inspection process and viewed the premises and areas used by children.
- The inspector observed the children's activities, speaking with children and staff.
- The inspector viewed a range of documentation and gained information through discussion with the management team.
- The inspector provided feedback and gave the inspection judgements.

## **Inspector**

Christine Clint

## Full Report

### Information about the setting

Bunny Warren Pre-School Nursery was established in 1980 and re-registered in 1998. The nursery is managed by an elected committee of parents. The day-to-day running of the nursery is the responsibility of the manager. The setting operates within a community centre in the Fratton area of Portsmouth, Hampshire. Children and staff have sole use of a ground floor room and use other rooms within the centre on a flexible basis. The rooms on the first and second floor are accessed via a lift or stairs. There are toilet facilities on each level of the centre. There is access to a secure outdoor play area with purpose built equipment. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 44 children on roll and all of these are in the early years age range. The nursery gets funding for the provision of free early education for children aged two, three and four. Staff support children and families who speak English as an additional language and children with learning difficulties and/or disabilities. The nursery is open Monday to Friday, from 9am until 3pm with separate morning and afternoon sessions as required. The setting operates during school term times only. There are 11 members of staff employed and eight staff hold appropriate early years qualifications.

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

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

- consider ways to encourage all parents to contribute to their children's learning records and share information about their development at home to promote children's next steps in learning.

## Inspection judgements

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

The nursery provides a wide range of well-planned activities to promote children's learning. These are carefully organised in advance and include a broad variety of topics throughout the year. Staff work together to suggest ideas for activities to link with the topics planned. This increases the variety of activities they provide and ensures that they meet the learning needs of different aged children well. For example, staff caring for the youngest children clearly understand that these children are gaining confidence and learning to settle. They provide frequent changes of activity to suit children's shorter concentration times. Children manipulate play dough, play with puppets, listen to stories, use role play resources and pretend to iron clothes. Younger children are developing relationships and building their trust because they are cared for in smaller groups. Staff

use children's names frequently and refer children to each other by name. This encourages children to learn and pronounce each other's names and build friendships. Staff read shorter stories to gain children's attention and support their skills of listening. At larger group times staff use clear dialogue and increase children's ability to interact with each other through singing and action sessions. Staff support children well to enable them to learn the daily routines and this shows that staff understand and promote children in the prime areas of learning.

The manager and senior staff have very secure knowledge about the early years foundation stage of learning. They share information with staff and support those who are learning and training, through regularly observing and advising their practice. All staff have responsibilities for observing and monitoring children's progress and planning their next steps in development. This enable them to all continue to learn and develop their skills in this area.

There are effective and well-documented records in place for each child attending. These show how staff gain information about children's needs, routines and preferences from the start. There are clearly explained assessments of children's progress at the age of two years and staff share this information with parents. Key staff show high levels of knowledge and understanding of each child's progress and they use this to plan extra opportunities. For example, when children struggle to use scissors staff specifically target using these during craft activities. This enables children to have one-to-one attention and additional opportunities for practise. Staff continually assess children's progress to ensure that any gaps in their learning are closed and they use the wider characteristics of learning to measure each child's progress.

The manager and staff show a clear understanding of the need to support children and parents who are learning English as an additional language. They have a welcome sign displayed in many languages and they make contact with organisations that offer translators when required. Staff always provide written details of children's daily routines and activities for any parent who does not understand spoken English. They are aware that other family members can read English and translate the information. Staff willingly use smiles and hand movements to explain and encourage children and parents to understand.

There are many opportunities for parents to be involved in the nursery and parents form the elected management committee. This enables parents to have regular meetings and to raise any issues with the management staff. Parents provide a wide range of information about their children's daily routines when their children start at the nursery and this supports staff in planning for children's individual needs. Key staff meet with parents during the year and this enables parents to see their children's learning records. There are systems in place to encourage parents to see and/or contribute to the learning records regularly and to share information about the next planned steps in learning. However, these systems are not yet fully embedded with all parents.

Children capably learn to become independent because they follow daily routines well. They are frequently encouraged to listen and follow instructions. For example, waiting for each other when moving between rooms or going outside, when travelling in the lift or

using the stairs. These regular routines and responsibilities increase children's awareness and prepare them for moving on to school.

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

Key person staff sensitively help children to form secure attachments when they first attend. This includes having a higher staff to child ratio for the youngest children during regular daily routines. Every morning younger children use smaller, quieter areas of the setting and this enables them to feel secure, increase their trust and promote their emotional development. Older children also have planned activities in a separate area and this enables key persons to develop children's understanding and learning at appropriate levels. For example, children answer questions with enthusiasm whilst they talk about their families and what has happened in the holidays. Children behave well and staff act as positive role models to them. Children show a clear understanding of the nursery rules and follow routines responsibly. For example, holding hands with a partner and walking to the lift sensibly. Children learn about risks and safety through listening when staff explain. For example, by standing back from the lift doors and not touching any of the buttons.

Children show very capable skills of physical development during outdoor play. They clamber with confidence on the purpose built boat and use their strength to turn the large steering wheel. They eagerly bounce on the trampoline and often initiate active role play with each other in the small house. Staff encourage children to share the wheeled toys and take turns to aim and throw bean bags into different coloured hoops. Children count with staff and recognise and name colours, they are keen to be active and take part in regular physical play. This increases their awareness of being healthy.

Children have opportunities for eating healthy snacks soon after they arrive at nursery as staff recognise their need for nourishment and comfort at this time. Children can easily help themselves to fresh drinking water, from the water dispenser in the main playroom, at any time. Staff have established very effective routines for children to learn to clean their teeth daily after eating. They explain and talk about brushing teeth at the back as well as at the front and why this is important. Staff follow appropriate nappy changing routines, they wear gloves, wrap nappies immediately before disposing of them and disinfect the changing mats between each child. Parents supply nappies but the nursery has a supply of large size nappies available to use if these run out.

There are ample resources available for children to freely choose in the main playroom and staff plan and organise in advance when using smaller nursery rooms. These play sessions provide choice for children and staff organise resources based on children's play needs and level of learning. There are also regular times when all children come together for stories and singing and these activities are well-supported by all staff. This increases children's enthusiasm for learning the words and actions to songs, they gain a sense of belonging and this helps promote their all round learning.

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

## provision

The management team have developed strong procedures for organising and operating the nursery. This includes a clear and focused attitude towards their responsibility for promoting children's learning and development. Staff have dedicated roles and responsibilities for specific areas of the provision and this promotes their enthusiasm and reliability. There is a competent level of leadership and highly supportive systems are in place for all staff. This maintains very positive staff continuity, which in turn helps to support all children and families attending. The manager has overall responsibility for reviewing children's learning records and she writes a full report for each child before they transfer to school. This ongoing process enables her to provide an overview of the provision and helps to recognise any gaps in children's achievement levels.

There are full written policies and procedures for all areas of the provision and this enables staff and parents to clearly understand the regulations. These include detailed safeguarding policies and procedures, including how the nursery will manage any allegations against staff. The procedures also explain the banning of mobile phones and cameras in the nursery and the use of social media sites. The manager has a thorough understanding of child protection and she organises training sessions regularly to increase staff knowledge and awareness. This results in staff thoroughly knowing their responsibility to share any concerns they may have about a child's welfare. There are robust and well-documented tracking records in place for all staff working in the nursery. New staff, who are awaiting suitability clearance, do not have sole responsibilities for children at any time. The manager has fully established systems in place for staff appraisal which includes monitoring staff ongoing suitability and performance. There are regular staff meetings for all staff and recorded information to show the items discussed. Staff are encouraged to share views and initiate ideas. In addition, there are wider management meetings with the committee and with parents. Information from these meetings is used to help evaluate the provision and positively drive improvements. The nursery has completed a full programme of evaluation since the last inspection and a detailed action plan shows how the nursery has implemented changes. For example, all newly attending parents can complete a questionnaire to assess whether the nursery has shared sufficient information and met their needs.

The manager has developed close links with many professional agencies in the area. She has a high level of experience and knowledge in liaising with the wider community to support families attending. This includes making links with any other providers if children attend other settings and gaining any professional support children may need. These positive arrangements within the community encourage all staff to focus on meeting children's individual needs and managing their progress.

## 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>	143444
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	930483
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Bunny Warren Pre-School Committee
<b>Date of previous inspection</b>	26/01/2009
<b>Telephone number</b>	02392 822086

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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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