

Frodsham Happy Bunnies

Toddler Inn, Mill Lane, FRODSHAM, WA6 7JA

Inspection date	15/10/2013
Previous inspection date	26/03/2013

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		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

- Practitioners focus well on developing children's readiness for school. As a result, children develop a good range of skills to support them as they move on to their next stage of learning.
- Practitioners have a good knowledge of how young children learn. This enables them to provide a range of experiences and activities that support them to become active learners.
- Children enjoy their time in the nursery, engaging effectively with knowledgeable and caring practitioners who support them in making good progress in their learning and development.
- Children's communication and language is well supported. Children have enjoyable conversations with each other and practitioners. They enjoy the company of the friendly team, who sit with them and join in with their play.

It is not yet outstanding because

- There is scope to develop the appraisal system to enhance further the quality of teaching when delivering the Early Years Foundation Stage, to ensure children continue to remain interested and challenged in their activities.

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.

Inspection activities

- The inspector spoke to children, staff and parents throughout the inspection.
- The inspector observed children in all rooms and during a variety of activities.
- The inspector sampled records including children's files, planning, staff suitability records and a range of other documents.
- The inspector had a meeting with the manager and providers, and carried out a joint observation with the manager.

Inspector

Ron Goldsmith

Full Report

Information about the setting

Frodsham Happy Bunnies was registered in 2012 on the Early Years Register. It is privately owned and operates from four rooms in a renovated property in the Frodsham area of Cheshire. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 17 members of childcare staff, most of whom hold an appropriate early years qualification at level 2 or above, and two staff have a degree. The nursery opens Monday to Friday, from 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 75 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the appraisal system for practitioners to enhance their professional skills further, to ensure children continue to remain interested and challenged in their activities.

Inspection judgements

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

Practitioners have a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage and ensure they provide activities and resources to promote all areas of learning and development. Parents provide information when they register about each child's individual needs and starting points through an 'all about me' document. This helps practitioners' plan appropriate activities for children. Practitioners make regular observations of children's achievements and record these on a tracking sheet to indicate the development of children's learning. They also provide a record for the progress check at age two for children.

Practitioners provide a wide range of activities to promote all areas of learning, and they plan for individual children's developmental stages and interests. Practitioners understand that children learn as they play, explore and investigate for themselves. The indoor environment supports all areas of learning through a variety of rich and imaginative resources and spaces. Children are engaged and motivated and will often make their own choices, such as when they choose a book to read or they find their learning journey

record to proudly show adults in the room. They point out their achievements, saying what their pictures are or simply recalling the event that a particular photograph captures.

Practitioners support children's learning throughout their play, extending their learning through skilful and sensitive use of questions to make children think. Practitioners use a lively and inviting tone when they speak to children, and in group activities ensure all children remain interested and challenged. They also provide them with space and time to explore their own learning independently. For example, in a craft activity children pour sand onto paper, gluing, sticking and pasting. The quality of teaching enhances the experience of learning positively as practitioners ask children to consider what the textures feel like. Practitioners extend learning by introducing discussion about shapes or encourage children's writing skills by showing them how they can write in the sand using the point of a feather.

Practitioners work well together as a team. The indoor environment is well organised and resourced with a balance of child- and adult-led activities. This encourages children to make good progress towards the early learning goals. For example, children develop a good understanding of communication and language as practitioners engage them in discussions about family events or what they have done at home. As a result, children are very confident in their communications with each other and with adults. Babies and younger children are developing their language skills and vocabulary well because familiar adults, who are skilled and experienced practitioners, support their early language skills well. The physical skills of children are tested by the opportunities outdoors. They develop literacy skills by writing independently for a variety of purposes, and recognise that print carries meaning from the use of words put onto boxes from which they can access resources and toys. When writing, children choose from a paper roll on the wall, a table set out with writing implements or foam on a table top, which encourages them to write independently and in a fun way to propel their exploratory learning. Practitioners teach children mathematics effectively using a good range of everyday activities and routines. Practitioners introduce other aspects of learning into their play, asking if they can count how many times they jump. In this way, children are learning important skills that will form a firm basis for their future learning.

Practitioners encourage children to use all their senses to explore their environment. For example, they provide a range of interesting items for babies and toddlers to explore and investigate, such as mirrors or musical instruments. Children confidently complete jigsaws or engage in role play. They learn to be creative thinkers by developing their own ideas, making links and choosing ways to approach tasks. For example, they share books and turn the pages sensitively, looking at pictures and describing what they see to each other. Practitioners communicate effectively with children in order to promote and extend their language skills and encourage them to ask questions about the world around them. As a result, children make good progress in their learning, and these activities support children's readiness for school.

The detailed observation and reporting system helps practitioners to keep parents informed about their child's learning. Parents can look at the children's files or have written daily sheets, have discussions with practitioners on a daily basis, or read general information on the noticeboard. They also have the opportunity to respond to parental

questionnaires. This means parents and the nursery can work closely together to ensure children make good progress in their learning and development. It also means parents and practitioners can quickly identify and provide any additional support children may require. The nursery successfully works with a range of other professionals to provide for children with special educational needs and/or disabilities and to progress their learning. The high quality environment provides children with a stimulating and welcoming nursery, which has plenty of room for them to explore and be active. Rooms are well organised and have high quality furniture, toys and resources, including some natural resources which create a well-planned learning environment.

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

Children benefit from the positive relationships between staff and their parents. Each child is allocated a key person when they first attend, and time is effectively spent gathering information about their individual needs. Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to. Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. Practitioners pay close regard to the safety of children and ensure that activities, resources and equipment are well suited to their needs. Resources are organised to ensure that children can make independent choices in what they wish to play with.

The outdoor area is well used to enhance children's learning, providing opportunities to explore and investigate, and to be creative, imaginative and physically active. For example, children throw themselves with gusto into jumping up and down on the bouncy castle. Practitioners are alert to the feelings of children and offer sensitive support. For example, if children appear uncertain about joining a group activity or moving up to a new room, practitioners effectively support them in their settling in. This helps children to develop emotional security and, as a result, they are supported when making a smooth transition into school.

Children are learning to be independent in their self-care, and practitioners encourage them to develop an understanding of healthy lifestyles. For example, children know they need to wash their hands before snacks or meals. Practitioners effectively support children who have special dietary requirements, liaising with parents to ensure that children's individual dietary needs are met. Children are developing good independence at meal times. They collect a cup and plate and serve themselves drink and food. Discussion during mealtimes supports children in learning about healthy eating. Children readily help themselves to drinking water during sessions, and so are learning to take responsibility for their own bodily needs. Practitioners attach importance to children being outside and enjoying fresh air and exercise. They plan the outdoor environment to ensure there is a choice of resources, so that children want to play outdoors and be physically active. Children develop self-confidence in their physical skills as they use a varied range of equipment to promote their physical development. They are learning to take acceptable risks as they run, jump and ride small wheeled toys. Practitioners provide gentle reminders, when necessary, to promote children's understanding of their own and other

children's safety. For example, they are asked to think about what might happen if they do not sit on chairs properly.

Children behave well in the nursery. They are learning to be kind and offer to share and take turns with resources with little or no prompting. Practitioners act as positive role models, speaking kindly to children and gently reminding them to say 'please' and 'thank you'. Regular praise and encouragement from practitioners helps to develop children's self-esteem and sense of achievement. The nursery is inclusive and children learn to respect and celebrate each other's differences.

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

Management have identified a number of priorities through a generally reflective approach to self-evaluation which effectively helps to identify strengths and areas for improvement. For example, new resources have been added, such as a computer for older children and a range of writing materials and equipment, water coolers and a display board with practitioners' photographs. Management monitor practitioners' performance formally through appraisals, supervision and discussion. However, not enough consideration is given to other methods of monitoring, such as observation of practice to enhance their professional development, so that children benefit in their learning. Practitioner meetings are organised so that the practitioners are able to check on the progress children are making. Management are aware of the impact of supporting professional development; as a result, training needs are discussed at supervision meetings and arranged to positively impact on practitioners' performance.

The nursery has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This inspection was brought forward as a result of concerns received about a practice issue relating to safeguarding. The provider investigated the concern immediately and arrangements to safeguard children within the nursery are now even more robust, with boards to mark children in and out, for when they use the outdoor areas. Practitioners have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately. They are effectively deployed to ensure children are supervised at all times. Risk assessments are completed for the premises and for all outings, to help monitor and ensure children's safety. Practitioners have a secure knowledge of how children learn best, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked against the early learning goals to monitor their progress.

Educational programmes are well planned and monitored to ensure that children have opportunities to progress to the early learning goals. Effective observation and assessment mean that, where required, children's needs for extra support are identified quickly and practitioners work effectively to meet their needs. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and

procedures are thorough and shared with parents, such as the complaints policy. These are effectively implemented and support practitioners well in providing a welcoming and stimulating environment for all children. All children are valued and their positive development is fostered well during their time at the nursery.

Children are well prepared for the next stage in their learning and development as the nursery supports them in making the transition to other settings and to school. Children develop confidence in various social situations, which prepares them for moving on. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning.

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	EY443338
Local authority	Cheshire West and Chester
Inspection number	936854
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	103
Number of children on roll	75
Name of provider	Dolly Coffey Company Limited
Date of previous inspection	26/03/2013
Telephone number	01928 732 333

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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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