

# Bottesford Bunnies

Bottesford Pre School, Bramley Crescent, SCUNTHORPE, South Humberside, DN16 3SN

<b>Inspection date</b>	27/02/2014
Previous inspection date	04/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Leadership and management is inspirational. Managers are highly ambitious and communicate their enthusiasm and dedication to achieving excellence to the staff team as a whole.
- Self-evaluation is exceptionally incisive. Areas for development are extremely well-targeted and focus on developing the skills of all staff, in order for the setting to continuously make improvements.
- The quality of teaching is consistently high. Staff involve themselves with children's own play ideas and are highly skilled in using this to successfully extend children's learning. Children's individual needs are consistently promoted when staff interact with them.
- Children are highly confident and articulate. They behave very well because they are developing excellent social skills. They are exceptionally strong emotionally and well-prepared for change as they move on to school.
- Partnerships with parents and other professionals are highly effective in supporting children, especially those with special educational needs and/or disabilities. All children make excellent progress in line with their starting points.
- The balance between adult-led and child-initiated activities is highly effective in motivating children's participation and learning. Adult-led activities are planned meticulously with the needs of children in mind. Children's individual needs are at the heart of planning.

## 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 viewed samples of records, including evidence of checks made on staff suitability, children's assessment records, the recording of medication and accidents and the complaints log.
- The inspector carried out observations in the playroom and garden.
- The inspector held a meeting with the registered provider.
- The inspector and manager carried out a joint observation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Elisabeth Wright

## Full report

### Information about the setting

Bottesford Bunnies was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a modular building in the Bottesford area of Scunthorpe, North Lincolnshire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a main playroom and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. All of whom hold appropriate early years qualifications, one at level 6, six at level 3 and one at level 2. The manager is working towards Early Years Professional status. The nursery opens Monday to Friday, term time only. Sessions are from 7.45am until 3pm. Children attend for a variety of sessions. There are currently 70 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- continue to strengthen the very good teaching skills of the staff by focusing further on extending boys' literacy through active play.

### Inspection judgements

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

Children thrive in the nursery as they make excellent progress in all areas of development in line with their starting points. Staff are highly skilled practitioners, who have an outstanding knowledge and understanding of how children learn and develop. Teaching is of a consistently high standard. Rigorous systems of assessment are securely linked to the Early Years Foundation Stage and based on detailed, ongoing observations of children's learning. Any gaps in children's development are identified promptly and effective action is taken to address and close these gaps. Parents are fully included because their primary role as carers and educators of their children is valued highly and the unique information they have of their own children is utilised from when they first start at the nursery. Parents are invited to take their own child's development files home and add their own comments and observations, together with news of family activities. Staff know children exceptionally well, consequently, planning for activities and the environment is centred on children's individual needs, interests and learning styles. For example, children are

grouped sensitively for adult-led activities, which means they are fully engaged and thoroughly enjoy their learning. Older and more able children review their phonic knowledge as they confidently sound letters and identify words that start with the sounds. Having built up their confidence in this way, the member of staff begins to stretch them with new sounds, which children are enthusiastic to learn. A group of younger children are happily engaged discovering which objects sink and which float. Staff sit with children who need more support, which successfully engages them and extends their concentration. The nursery makes excellent use of the 'Every child a talker' programme to promote children's communication and language skills. 'Chatter pack' resources, which are graded to a range of communication levels' are available to parents to continue this learning at home. Consequently, children are articulate and confident speakers.

The nursery puts a strong focus on extending children's learning through their own play ideas and interests. Children are highly motivated and engaged in their activities. This prepares them extremely well for their future move on to school. When children in the garden find a ladybird, they come inside to fetch magnifying glasses so they can examine it more closely. Staff use open-ended questions to stimulate and challenge children's creative and critical thinking. For example, a member of staff asks a child constructing a mask what they can do to make it look like a dog and how they can achieve this. She gives the child time to think this through and supports their ideas with praise and resources. When children's ideas do not work staff encourage them to think about why and find new solutions, for example, by suggesting they might need to try using more glue. Children develop these skills and demonstrate their persistence in their own play. One child sits for almost an hour focusing intently on the picture they are creating. The child practices with the scissors and experiments in turning, changing hands and cutting in a variety of ways to find how this works best. Staff observe the child, but does not interrupt their learning, allowing them time and space to discover and learn for themselves. Children are extremely confident and independent. They demonstrate good social skills and vibrant imaginations, as they negotiate play ideas together and invent storylines. Three children playing with a wooden 'car' discuss together what they need and load this up with a variety of resources they feel are essential for their trip. A child in the home corner organises a party and practises dance moves with their friends. Children waiting for a turn with the tablet computer enjoy watching their friends and discussing the programme they are using. A member of staff sits alongside them and maintains their concentration and interest with well-timed comments and questions, which extend their thinking while allowing them time to work things out for themselves.

Children who speak English as an additional language are supported in developing communication and language skills very effectively. Their home language is included in displays around the playroom and staff learn some key phrases, which ensures that each child feels valued and settled in the nursery. Toys and equipment, for example, resources in the home corner, reflect children's own home culture, which gives them a strong base for developing their imagination, by building on what is familiar to them. Innovative activities successfully promote children's understanding of the wider world. This is because festivals they are unfamiliar with are associated to festivals they celebrate. For example, when discovering Chinese New Year children are reminded of their own New Year celebration, which inspires them to learn more about similarities and differences in culture,

food and language.

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

Staff emphasise the importance of children's self-esteem and contentment as being key factors in determining their ability to learn and develop to their highest potential. Therefore, they build exceptionally secure relationships with their key children. Children in the nursery demonstrate high levels of well-being. They are very settled and confident, move about freely and radiate a very secure sense of belonging. Children engage readily with visitors and enthusiastically invite participation in their play. This demonstrates that they are emotionally very strong and prepared extremely well for change in their lives, such as their future move to school. The stimulating environment significantly enhances children's motivation and participation in learning across all areas. Children benefit from the free choice of a wealth of opportunities indoors and outdoors for most of the day. This provides them with plenty of space to run around and exercise in the fresh air. Children's need for quiet spaces and relaxation are equally well recognised and given a high priority. A cosy and inviting relaxation area is equally supported by staff, who sit and chat with children and read stories to them. This gives them a positive balance in their activities across the day and effectively promotes their understanding of their own need for both activity and rest.

The nursery gives the utmost regard to the safety of children. A rigorous risk assessment of the premises is recorded and available to staff and parents. This is enhanced by daily checks made on the environment, which effectively identify and minimise any hazards to children. Comprehensive records are kept of any accidents or incidents and the recording of medication that is administered. This information is shared with parents, which ensures high levels of continuity in children's care. Children develop an excellent understanding of how to promote their safety because staff explain this to them and give frequent reminders during play. Children demonstrate their knowledge as they remind one another. For example, one child tells their friend not to stand on the chair because if they fall they will hurt their head. Children's behaviour is extremely good. They understand the simple and positive rules of the nursery because these are reviewed daily at welcome time, together with explanations of why they are important. Staff are superb role models and extremely caring, therefore, children are a caring and cohesive group. They show concern for one another, help each other and take interest in what their friends are doing. When a child falls over in the garden their friend runs immediately to comfort them and alert a nearby member of staff to come and help.

Children develop an exceptional understanding of healthy eating through ongoing routines and activities. After their packed lunch they learn about the environment as they divide waste into rubbish, re-cycling and compost. Children then use their own compost when planting vegetables and complete the cycle as they harvest, cook and eat what they have grown. Hygiene practices are embedded through consistent routines and explanations. Therefore, children wash their hands spontaneously before eating and after using the toilet. They develop independence and self-care as they help themselves to water during

the day and choose their own fruit and toast at snack time.

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

The manager and registered provider are committed to excellence and enthuse the staff team with their inspirational leadership. Expectations of both staff and children are consistently high, which ensures that children experience exceptional levels of care and education during their time at the nursery. The safeguarding of children's welfare is given paramount consideration. Well-established systems for recruitment and vetting the ongoing suitability of staff ensure that adults who work with children are suitable to do so. New members of staff have a comprehensive induction and are mentored through their early months of practice. This maintains high standards and consistency across the whole staff team. Staff demonstrate a secure understanding of the signs and symptoms of possible abuse and have a clear and confident understanding of the procedures they must follow in reporting their concerns. Managers and staff have an excellent understanding of the requirements of the Early Years Foundation Stage. All required documentation is in place and is rigorously reviewed and updated. Policies and procedures are continuously reviewed changes communicated to the staff team and parents.

Meticulous systems of monitoring and self-evaluation are rigorously applied to all aspects of the nursery provision. This process is fully inclusive of the views of parents, staff and children. Parents spoken to feel they are very much included in the nursery. They particularly appreciate the informative newsletters and information made available through social media. Staff review the week with children to learn what they have enjoyed and ask if there is anything they would like to do. For example, children recently asked if they could make masks, which was then included in the planning. The management team puts a high emphasis on training as a key factor in bringing about continuous improvement. In addition to external training, staff benefit from internal coaching to develop aspects of their skills, such as extending their expertise in teaching phonics. Regular supervision and appraisal systems are highly effective in identifying areas of strength in the staff team, as well as areas for development. Practice is continuously monitored by the manager, who spends a considerable proportion of her time in the playroom. This means any lapses in excellence are promptly identified and acted upon. Through observations made of groups of children it was noted that boys were not making as much use of the craft area as girls. This prompted a change in presentation and resources in this area, with a greater emphasis on modelling and three-dimensional construction. This strategy was successful in attracting boys to be involved in crafts and many have extended this to other craft activities. Managers have identified that there is scope to extend this to encourage greater participation by boys in writing and literacy and are currently sourcing training to address this.

Partnerships with parents and other professionals are very strong in providing children with consistency and continuity. Staff work extremely successfully with other support professionals for children who have special educational needs and/or disabilities, which ensures that gaps are closing. Where children attend other providers of the Early Years

Foundation Stage communication is actively sought and maintained between these settings and the nursery. This ensures that information on care and learning is shared and supports the safeguarding of children's welfare. Managers constantly seek help and advice to extend and improve, including support from the local authority. For example, the nursery has completed stages one and two of the 'Steps to Quality' quality assurance scheme and are currently embarking on stage three.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY417969
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	875629
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	31
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Bottesford Bunnies Limited
<b>Date of previous inspection</b>	04/03/2011
<b>Telephone number</b>	01724863102

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

