

Happy Little Bunny Day Nursery

359-361 Sydenham Road, LONDON, SE26 5SL

Inspection date

13/06/2014

Previous inspection date

17/06/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are well behaved and progressing well through the seven areas of learning. This means they are well prepared for their next stage of learning and transition to school.
- Staff welcome parents into the nursery and keep them suitably informed about their children's welfare and learning and this helps to promote continuous care and learning.
- Staff gather detailed information about children before they start, which helps to ascertain children's starting points and individual needs.

It is not yet good because

- Staff lack understanding about their roles and responsibilities to safeguard children's well-being by working together to maintain good practice, and to ensure their interactions and care of children do not compromise children's individual needs.
- Outings are not effectively risked assessed to take full account of the needs of the children involved.
- There are too few resources to reflect other languages in the setting and limited opportunities for children to explore technology in their learning.

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 in all rooms, spoke to the staff, observed staff in their roles, and viewed the outdoor area play areas.
- The inspector spoke to a number of staff to explore their knowledge of the setting policies and procedures, and their role as a key worker.
- The inspector met with a sample of parents to gather their views about the service they and their child receive.
- The inspector observed play resources accessible to children, and systems used for self-evaluation.
- The inspector carried out a shared observation with the manager.

Inspector

Patricia Edward

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 24 staff, the majority hold appropriate early years qualifications. This includes, four staff who are qualified to degree level, 11 staff who hold qualifications at level three and two staff who hold qualifications at level two. The nursery also employs a full-time cleaner and a cook.

What the setting needs to do to improve further

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

- foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues including any concerns staff may have about the practice of others
- monitor staff practice to ensure that all staff understand their roles and responsibilities to safeguard children's well-being, and make sure that their interactions and care of children are appropriate and do not compromise children's individual needs
- ensure the organisation of outings are carefully planned and risk assessed to take full account of the needs of the children involved, transport arrangements, weather conditions and the appropriate resources needed for the journey.

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

- enhance children's learning by providing regular opportunities for children to explore and discover using equipment such as cameras, magnifiers and other technology both indoors and outside
- further support children who have English as an additional language by acquiring knowledge of simple rhymes in other languages as well as displaying posters of cultures and languages of the children who attend.

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

Children make good progress from their starting points throughout the nursery. Staff gather detailed information about each child's background, starting points and individual needs. For example, they have detailed discussions with parents during the settling in period and ask them to complete all about me forms. This enables staff get to know children well and provide the support they require. Staff have a good understanding of their responsibilities in meeting the Early Years Foundation Stage learning and development requirements. They complete regular written observations of children's development across prime and specific areas of learning. Staff identify next steps for children's learning and interest which effectively informs planning. This ensures children are interested and challenged by the activities that are on offer. Children are offered a good balance of adult-led and child-initiated activities. Through the use of themes staff plan and provide an interesting, varied curriculum that helps children make good progress

in all areas of their development. Parents are kept well informed about children's progress through daily discussions, access to curriculum information, regular reports and face-to-face meetings on a regular basis. This enables parents to continue their children's learning at home.

Children have daily opportunities to develop their physical skills using the well resourced outdoor area. Older children use the large climbing frames skillfully, access wheeled equipment and take part in lively activities. As a result, children have good opportunities to develop their large muscle skills. The baby room floor has soft mats which allows babies to practise their crawling and early walking skills in a safe environment. They also have access to a range of walkers, that the able children can hold and push along as they develop confidence emerging walking skills. Staff encourage all children to use their communication and language skills more and more as they progress through the nursery. Older children take part in daily circle time discussions For example, they sing the hello song to greet each other, talk about the days of week and discuss the weather. These strategies help children become confident communicators in readiness for the next stage in learning. Staff provide a print rich environment in both written and spoken word. For example, storage boxes and units in all rooms are effectively labeled. This helps children to learn that words carry meaning. However, staff do not display words in other languages to support and value the languages of children who have English as an additional language, to encourage them to have a sense of belonging.

The setting has a designated room for mathematics and technology. However, the organisation of its use is not maximised to ensure older children have regular opportunities to develop understanding of how technology works, or to enhance their learning in this way. Younger children have fun pushing the buttons on interactive toys and are beginning to learn about cause and effect. Staff make good use of daily activities and routines to develop children's understanding of number. Children help count out glue sticks for their peers and join in with number songs, for example. Staff are also proactive in using mathematical language and talk to children about size and capacity as they fill and empty containers in the water tray.

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

Children develop sound relationships with staff and as a result they are happy and settled within the nursery. Children are confident and secure because the key person system meets their needs. Key persons have appropriate relationships with parents and they hand over to them at the end of each day, so that parents know what children have been doing. Children's personal, social and emotional development is supported suitably due to the adequate settling-in procedures in place at the start of the contract. During the settling-in period staff obtain a range of information from parents. This includes information about children's medical needs, languages spoken at home, likes, dislikes and interests. This enables staff to provide activities and resources that are familiar to children, to help them to settle quickly and feel safe.

Children are developing a good understanding of the importance of healthy eating. In the

outdoor area children have had the opportunity to plant and tend to a range of fruits and vegetables. They have grown strawberries, tomatoes, beans and carrots. The children's understanding of the importance of leading healthy lifestyles is further promoted through appropriate hygiene routines, healthy meals and snacks. Children enjoy a varied and nutritious menu at mealtimes, which the cook prepares on site. Menus are balanced and allow children to try new foods and make healthy choices. Younger children are beginning to feed themselves with spoons. Older children are able to dish out their own meals, developing their understanding of quantities. This supports their growing independence and helps them prepare for the transition to school. Staff are very well aware of any allergies or special dietary requirements, so that they fully meet children's individual needs. Children access fresh drinking water at all times. Staff follow suitable procedures for changing nappies such as wearing aprons and gloves, which help reduce the risk of cross-infection.

Children's behaviour is age appropriate and they are encouraged to share play resources with each other. Children follow instruction well and understand why they should behave safely. For instance, they are aware they must not throw lentils around to prevent it from getting in someone's eyes. Staff give regular praise and encouragement to promote children's self-esteem and to encourage positive behaviour. Children's art work is displayed on the walls in all group rooms, so that it is at children's eye level. This gives children a sense of achievement and acknowledges that their work is valued. Staff conduct regular checks of the premises and outdoor area and make sure the areas are safe. However, risk assessments for outings do not take into account weather conditions for hot days. They also do not cover the welfare of children with additional needs in order to ensure their welfare is fully promoted.

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

Leadership and management of the setting is satisfactory. This inspection took place because of a concern raised to Ofsted from a member of the public that a children's welfare was compromised due to a member of staff's poor practice. The inspection found that the provider has failed to comply with the safeguarding and welfare requirements. The management team lacks understanding of the importance of ensuring that all staff are fully aware of the settings policies and procedures relating to safeguarding and their roles and responsibilities to protect children's welfare. There are ineffective risk assessments for outings. The management team have completed in house child protection training with staff in August 2013, however, staff's understanding is inconsistent and not fully monitored.

The management team have implemented sound recruitment and vetting procedures to check the suitability of all adults employed by the setting. Staff record all visitors to the premises and the staff team adequately supervise children to help to keep them safe. A number of staff have an appropriate first-aid qualification which means that they are able to respond appropriately to a child's needs in the event of an accident. Staff meetings are held on a regularly basis. The management team schedule regular supervisions and

annual appraisals and overall, identify further training needs and support for staff. There are suitable self-evaluation system, demonstrating that the management team has some awareness of their strengths and areas of development.

There are effective systems in place to monitor the quality of the educational programme and observations and assessments of individual children. The management team organise regular staff and room meetings to ensure this is completed. Staff are deployed sufficiently well to meet children's needs. There are also appropriate opportunities for staff training during their employment. This helps to develop staff practice in most areas on an ongoing basis. Systems for appraisals and supervision to monitor staff performance are inconsistent in some areas, however and this has led to some poor practice during a recent outing.

The nursery staff have sound relationships with parents and carers. Staff talk to parents at the beginning and end of each day to exchange information about the children's welfare, such as sleeping and eating routines. Young children's parents are provided with written information detailing information about what the children do on a daily basis. There are notice boards in the rooms and hallways that are available for parents that include information about policies and procedures, menus, and planning. Parents comment that they are 'happy with the quality of care and services their children's receive'.

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:

- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to outings (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks, with particular regard to outings. (voluntary part of the Childcare Register)

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

Unique reference number	EY445340
Local authority	Lewisham
Inspection number	977846
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	65
Number of children on roll	25
Name of provider	Happy Little Bunny Day Nursery Limited
Date of previous inspection	17/06/2013
Telephone number	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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