

# Busy Bunnies

St. John the Baptist Greek Orthodox Church, Wightman Road, LONDON, N8 0LY

<b>Inspection date</b>	28/08/2014
Previous inspection date	28/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children settle well in the nursery. This is because staff provide resources and activities that follow children's interests and individual needs.
- The manager provides a warm, welcoming environment with a range of resources to support all areas of children's learning and development.
- Strategies to support children's communication and language skills ensure that children have a good level of English before they start school.
- Strong parent partnerships and communication means that the staff know children's needs and effectively meet them.

### It is not yet outstanding because

- Staff do not take all opportunities at mealtimes to encourage children to practise their self-care skills.

## 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 spent the majority of the time observing the manager and staff, and their interactions with the children indoors.
- The inspector observed and discussed a sample of the nursery's policies and procedures, and child development records
- The inspector discussed the manager's self-evaluation.
- The inspector spoke with parents on the day to gather their views of the nursery.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

Busy Bunnies registered in 2006. The nursery is privately owned and operates from a church hall in the Wood Green area of the London Borough of Haringey. It is open every weekday, from 8am to 6pm, for 48 weeks of the year. Children have the use of two interconnected playrooms and a secure outdoor play area. They also use the large hall for organised activities. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Currently, there are six children on roll in the early years age range. The nursery employs three members of staff, which include the manager who is also the owner. The manager has an appropriate childcare qualification at level 3 and one other member of staff holds a qualification at level 2. On occasions, the owner also employs agency staff.

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

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

- strengthen opportunities for children to practise self-care skills consistently throughout their daily routines.

### Inspection judgements

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

Children are happy as they enter this cosy, relaxed nursery and settle well. The manager offers parents visits to their homes to find out about children's routines, preferences and interests before they start at the nursery. Children are encouraged to make home-to-nursery boxes, including family photographs and items from home, to help them feel safe and secure in the nursery. This helps children settle well and develop confidence in the nursery environment. Children choose from a range of well thought out resources that meet their individual needs and interests. This is because staff understand what motivates and excites children. Strong communication with parents ensures staff plan the environment and activities well, to challenge and stimulate children. A good mix of adult-led and child-initiated play, alongside good quality teaching, helps children make good progress towards the early learning goals. Staff observe children and plan activities to help them progress to their next stages of development. Staff discuss children's development at parents' evenings, and they share regular information daily through communication books and discussions. The manager understands her responsibility to provide parents with a summary of the required progress check for two-year-old children, when appropriate. This helps to ensure they are aware of their child's strengths and areas needing further support. Parents, therefore, know what their child is doing in the nursery and can support their home learning.

Children play with dinosaur bones made from clay. As staff encourage them, they learn about sequencing the smallest bones to the largest. Children talked with the manager about the names of dinosaurs and looked at a large book. The manager followed children's interests well after they had visited the Natural History Museum. Children enjoy playing in the home corner and pretending to have picnics. They poured drinks into cups and talked about the patterns and colours on them. The manager provides an inclusive environment and children of different ages play well together. Staff use language appropriate to the different ages of children that attend the nursery. Children learn from repetition and from single words that staff repeat. This promotes their communication and language development well, and children reach a good level of English before moving on to school. The manager makes learning fun. For example, she used funny voices so the children continued to be interested in their play. This input also encourages them to use their imaginations. Children learn about the different sizes of animals and the noises they make. They learn that milk comes from cows and makes dairy produce.

Staff support children to become independent learners when they play with building bricks and make models. They encouraged children to keep trying as they attempted to complete a pirate puzzle and praised their achievements. This effective encouragement promotes children's personal, social and emotional development, and helps them to develop confidence. Children build positive relationships and friendships together, because they have the space and the freedom to explore. They climb and lie on cushions together, and are happy making friends. Staff provide activities so that children learn to follow instructions. Children moved around to music, waving scarves and shaking musical instruments. They pretended to be butterflies and dinosaurs. Children explored their senses as they giggled and felt the scarves tickling their faces. Children played with play dough. They rolled, pressed and manipulated it into shapes. Staff promoted children's communication and language skills, as they talked to the children about what they were doing and extended their imaginations.

Partnerships with parents are good. Parents make positive comments and feel their children are very happy in the nursery. This is because the manager takes time to get to know the children and children make good progress. The staff help children to build skills so that they are ready for the next stage of their learning. They are encouraged to go to the toilet and wash their hands by themselves. The manager plans activities that engage and motivate children, so that they learn to sit, listen and concentrate ready for school.

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

Children develop warm trusting relationships with the manager and staff in the nursery. Staff sit alongside the children to provide support and encouragement during activities. Children feel comfortable to approach staff for cuddles and affection. This promotes children's personal, social and emotional development as they build positive relationships. The manager discusses children's routines and individual needs with parents during home visits, and follows these in the setting. Children play together, are relaxed and build friendships. Staff speak warmly to children of different ages, using language that they understand, and follow children's interests so that their learning is purposeful. Children

feel safe and secure in this nurturing environment. Children are happy and join in with activities. Staff praise them for all of their achievements, which effectively promotes their confidence and self-esteem. Children make positive relationships with the staff as well as other children in the setting. Children of different ages and abilities play well together. They move freely and confidently around the setting, and clearly feel safe in the well-resourced environment. There is a good range of age-related resources available to children.

The manager and staff help children learn positive ways to behave. They talk to children all the time about being kind to each other, to share and take turns. Staff remind children about good behaviour and use lots of positive language. Therefore, children behave well in the setting. Children are encouraged to follow good hygiene routines and engage in hand washing and teeth cleaning, to promote their good health. The manager liaises with parents to find out about children's routines and preferences when they start at the setting. Staff manage care routines and nappy changing sensitively, and children are encouraged to be independent when using the toilet. However, staff do not always take every opportunity to help children develop their self-care skills, for example, pouring their own drinks at mealtimes. This slightly reduces opportunities for children to manage such tasks independently. Children are content and settle well to sleep on low-level beds with blankets.

The manager promotes healthy lifestyles by providing opportunities for children to play outdoors for fresh air and exercise. Children go on visits to local parks and shops, as well as to churches in the area. This helps them to learn about the wider world, different cultures and religions. The manager talks to children about healthy foods. Pictures around the nursery help to reinforce children's understanding of healthy eating and lifestyles. There are photographs of children making fruit kebabs during a cookery session, which shows how staff teach them about eating healthily. The manager provides healthy snacks and meals, and mealtimes are a sociable occasion where children sit together and build friendships. Staff sit with the children during mealtimes to encourage conversations and good table manners. Children have good opportunities to learn about following a healthy lifestyle and they discuss healthy foods with staff. The nursery has effective policies and procedures in place to support children's well-being. The manager records information about children's individual needs. She keeps records and permissions on children's allergies and cultural preferences, as well as accidents and medication. The manager holds a first-aid certificate, which helps to ensure that she is able to deal with accidents appropriately.

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

The management and staff provide children with a secure and nurturing environment where they are developing well. Children benefit from a wide range of learning experiences to meet their individual needs, and management and staff follow their interests. An enthusiastic and dedicated manager supports a small team of staff to operate the nursery. Children receive a broad range of learning experiences across the educational

programmes. Consequently, they are making good progress towards the early learning goals.

The management and staff understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Policies and procedures are in place, reviewed regularly and are shared with parents. The management and staff attend safeguarding training, and refresh their knowledge regularly. They understand the importance of keeping children safe. They explain the signs and symptoms they watch out for, in order to safeguard children. They demonstrate a good understanding of the procedures to follow if they have concerns about a child. Staff also understand the procedures to follow if they had concerns about the behaviour of another member of staff. Documentation and records are well maintained and easily accessible. There are good recruitment and induction procedures in place; as well as supervision, appraisal and training opportunities for staff. This ensures that staff continue to be suitable to work with children. Staff are deployed effectively throughout the day and ratios are adhered to, which helps to make sure that children's needs are met well.

Management and staff ensure that the premises are safe and well maintained. Staff follow daily risk assessment checks and are vigilant in ensuring all of the environment, indoors and outdoors, is safe and secure. Effective observations and planning by staff ensures that they help children to move on to their next stages of learning. The manager shares information about children's development regularly with parents. This partnership working means that children receive effective help to extend their learning at home.

There has been a sustained and successful improvement to the care and education of children provided by the nursery since the last inspection. The actions set at the last inspection led to a thorough review of the documentation and the quality of care that children receive. There is now an effective policy and procedure in place to safeguard children. Staff and parents are aware of the procedures to follow if there are concerns about a child, or if there is an allegation against a member of staff. There is a system to ensure the suitability of adults working with children in the nursery. There is an induction process in place for new staff. Children are now always within sight or hearing of a member of staff. They receive good input from staff who promote their learning well. There are effective risk assessments in place and action has been taken to minimise potential hazards. The premises are clean and hygienic, and there has been a visit by the local environmental health agency that confirms this. The nursery provided healthy food throughout the day. The manager, who prepared the food, has attended appropriate training. The nursery promotes good health and hygiene and children follow hygiene practices in the general routines of the day. Fire equipment is in place, checked regularly and recorded in the risk assessment. Children's interests are followed and used to inform planning throughout the day, and staff engage and motivate children during their play. Management and staff support children's learning and development well. Documentation and practice has improved and the nursery is now effectively meeting the requirements of the Early Years Foundation Stage.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY339323
<b>Local authority</b>	Haringey
<b>Inspection number</b>	963270
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Soulla Theodosia Brueton
<b>Date of previous inspection</b>	28/08/2013
<b>Telephone number</b>	02083 487744

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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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