

# Hanwell Bunnies Pre-School Playgroup

Hanwell Methodist Church Hall, Church Road, London, W7 1DJ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 06/01/2015 |
| Previous inspection date | 15/03/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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 spend their time engaged in purposeful and stimulating activities, both indoors and outdoors.
- Staff work well as a team and as key persons to promote children's individual learning, care and development needs.
- Children are active learners. This is because staff provide challenging activities and resources to help them promote learning and to develop their strong sense of confidence and independence.
- Staff work well with parents from the onset to engage them in their child's developmental progress and contribute to the setting.

### It is not yet outstanding because

- The grouping of children during some daily routine activities is not less effective in supporting their learning needs fully because of their mixed ages and abilities.
- Staff do not always ensure that children have easy access to books to promote their interests and early reading 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.

## **Inspection activities**

- The inspector spoke to a selection of staff, parents and children throughout the inspection.
- The inspector observed activities, both indoors and outdoors.
- The inspector carried out a joint observation with the manager of an adult-led activity.
- The inspector spoke to a selection of staff about the systems used for monitoring children's development and sampled documentation for assessing children's development
- The inspector looked at a sample of the setting's policies and procedures and discussed systems used for self-evaluation and staff recruitment procedures.

## **Inspector**

Shaheen Belai

## Full report

### Information about the setting

Hanwell Bunnies Pre-School Playgroup registered in 2002. The setting is registered as a charity and managed by a voluntary board of trustees who are parents. The setting operates from Hanwell Methodist Church, situated in Hanwell, within the London Borough of Ealing. Children have access to the church hall and another play room. There are two outdoor play areas.

The setting opens from Monday to Friday, during term-time only and offers care for funded two-year-old children from 8.45am to 11.45am and for all other children from 9.20am to 11.45am. The setting is registered on the Early Years Register. There are currently 35 children on roll. The provider is in receipt of funding for the provision of free early education to children aged two-, three-, and four years old. The setting currently supports children who are learning to speak English as an additional language. Children who attend the setting come from within the borough. The setting employs six members of staff including the manager. All staff members 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:

- review the organisation of large group activities to reflect children's individual needs and ages, in order to reduce disruptions in the flow of learning
- improve the arrangements of books so they are within easy reach and sight for children to access and to fully capture their interest.

## Inspection judgements

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

Children are safe, secure and happy in the care of the staff who support them well in their learning. Children are eager to engage in activities on arrival, as the staff set out an extensive range of activities for the children to choose from. The children settle quickly as the staff are good in ensuring they engage with the children and support them in their learning. The children welcome guidance from the staff, who as key persons caring for them, know about their individual developmental progress. In addition, staff encourage children to make free choices from the additional resources available, which they mostly store within children's reach. This helps to extend on children's play ideas or initiate new activities. Staff have a clear understanding of how they can best meet children's needs by engaging with parents. From the onset, staff work closely with parents to support children's individual development. Staff encourage parents to contribute towards

supporting their children's learning in the home. In addition, staff offer daily communication, periodic parents' meetings, newsletters and display information about the activities on offer, to keep parents informed of their children's learning. The welcoming environment and the opportunities to explore their surroundings, contribute well to children's sense of enjoyment in the setting. This is reflected in children's good behaviour and the long periods of time they spend in activities of their choice, or engaged in activities alongside staff and other children. Children make good progress to enable them to make the move to school a positive step, as they develop a broad range of skills at the setting.

Staff provide a wide variety of activities that promote children's learning across all seven areas of learning. This includes a wide choice of messy and creative activities. For example, children explore cutting out pictures, using sticky tape to display discs onto paper and create a crown, as they learn about the Christian festival of Epiphany.

Staff promote children's early writing skills and provide opportunities for free drawing. As a result, older children are keen to show off their skills in labelling their own work by writing their names, or creating portraits of their favourite cartoon heroes. Children show a great interest in activities designed to support their mathematical development, such as creating models with construction or competing puzzles. Staff make good use of routine tasks to support children to learn to count, solve simple addition and subtraction. Staff support older children to develop early reading skills, as they skilfully teach them how to sound out letters. Staff make use of sign language, picture cards and picture labelling within the setting to support communication, particularly with younger children and those who are learning to speak English as an additional language. The setting has a very good range of books for all ages, however, these are not organised well so they are easily accessible for children, in order to benefit from the value of what they have to offer.

Children in the main spend long periods happily engaged in activities indoors and outdoors, demonstrating high levels of concentration and perseverance, as the staff ensure they have their full attention and guidance. However, staff do not plan some large group activities well to maximise children's learning opportunities. This is mainly due to the mixed ages and abilities of the children. Therefore, younger children become restless and consequently, older children are less confused.

Children explore a range of resources to provide them with developing skills in using information technology. For example, children work independently or in pairs at the computer, engaged in educational activities suitable for their stage of development. The home corner is spacious and well resourced to offer children a range of activities they initiate for themselves from their own experiences. For example, children weigh the dolls on the scales and pretend to have conversations on the telephone.

Staff complete the required progress check for two-year-old children and periodically complete assessments. They use this information to provide professional agencies with developmental reports if there have any concerns about a child's developmental progress. The setting has strong links with the local schools, which enables them to provide transition reports when the children move on. This supports continuity of their learning

and development for when they move onto the next stage of learning.

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

Children show a strong sense of belonging to the setting. They are familiar with the staff and the daily routine. For example, children know the shaking of the tambourine means the snack session is about to start. Children sit and enjoy the range of healthy and balanced snacks they receive. They have opportunities to serve themselves and help prepare the snacks. The positive engagement of staff allows the children to learn about taking a healthy approach to the food they eat. Children develop a sense of safety as they receive positive reminders from staff. For example, they are reminded to sit down on the chair when using scissors to prevent themselves or others from getting hurt. Staff support children's personal care routines well. They teach children about the importance of maintaining good hygiene practices as part of the daily routine activities, such as using tissues to clean their noses.

Staff are attentive to all children. They act as positive role models for children so they learn good behaviour. They remind children to develop respect for others, use good manners when asking to share resources, and learn about what behaviour is acceptable. Children generally play very happily together and if any minor issues arise, staff skilfully help children to learn how to resolve these immediately. In the main, children benefit from close supervision, positive staff engagement, and a range of stimulating activities to keep them occupied.

Staff ensure children have daily opportunities for outdoor play. This supports children to have a healthy approach to physical exercise. Children access a range of equipment to promote their physical skills. For example, they enjoy learning to steer the wheeled equipment, jumping into hoops, or exploring the compost in the large troughs outdoor. Staff further teach children about the effects of the weather and nature, as they grow plants outdoors.

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

The arrangements for safeguarding children in the setting are known well by staff. They implement the range of policies and procedures in place, which helps to contribute towards meeting children's welfare needs. All staff has attended training in safeguarding and they demonstrate a good understanding of the steps to take, should they be concerned about a child in their care. All staff are trained in paediatric first aid, ensuring that children receive appropriate care in the case of an accident. The management implement effective recruitment procedures to ensure that all staff are suitable to work with children. All records required for the effective operations of the setting are in place.

The management team have introduced systems to monitor the teaching practice of staff. This enables management to recognise current skills and any areas to develop on further.

All staff are qualified and the management team support them in attending further training, as part of their professional development. The setting receives regular visits, advice and support from the local authority advisory team to help improve the overall provision. As a result, staff have a clear understanding of how to support children's learning effectively.

Partnership with parents is very good; this is promoted by staff from parents' initial visits to the setting. Parental engagement is not only sought to support children's learning, but also for assisting with fundraising opportunities, attending social gatherings and engagement in the committee. Parents have access to the setting policies and procedures. They receive regular newsletters and have access to informative notice boards to keep them up to date. In addition, staff encourage parents to contribute towards the setting's self-evaluation process, as they are periodically asked to share their views via parental questionnaires.

The management uses robust systems for monitoring and self-evaluation. Since the last inspection, action plans were identified to strive for further improvement, which involved all staff, committee members and the local authority. Consequently, the setting has successfully improved the system for observing children's learning, introduced staff-on-staff observations and developed their self-evaluation form. These processes and others have contributed to the setting making significant progress in the service they offer. Previous recommendations have been met well, which have helped children to be more independent in choosing play materials, as well as providing areas in the setting for them to rest and relax. Overall, management and staff demonstrate a strong commitment to improving outcomes for all children.

## 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>     | EY248005                                       |
| <b>Local authority</b>             | Ealing   |
| <b>Inspection number</b>           | 987777   |
| <b>Type of provision</b>           | Sessional provision                            |
| <b>Registration category</b>       | Childcare - Non-Domestic                       |
| <b>Age range of children</b>       | 2 - 5  |
| <b>Total number of places</b>      | 34   |
| <b>Number of children on roll</b>  | 35   |
| <b>Name of provider</b>            | Hanwell Bunnies Pre-School Playgroup Committee |
| <b>Date of previous inspection</b> | 15/03/2011                                     |
| <b>Telephone number</b>            | 07749298068                                    |

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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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