

Happy Little Bunny Day Nursery

359-361 Sydenham Road, London, SE26 5SL



Inspection date

12 June 2015

Previous inspection date

13 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Systems to monitor the quality of teaching are not rigorous enough. This means there is inconsistency in teaching across the nursery, particularly for the younger children.
- Adults do not pay enough attention to planning activities outside for the different ages of children. For example, younger children are not always supported to 'have-a-go' at climbing nursery equipment or to play independently.
- Adults are not always deployed effectively when children arrive at the nursery, in order to fully support their learning needs.
- While leaders and managers check how well children are doing in their learning, they do not look closely enough at the progress made by different groups of children.

It has the following strengths

- Babies enjoy sitting close to a familiar adult as they share a favourite animal book. They make good attempts at the different sounds animals make.
- Children in the pre-school room explain that Friday is 'sticker day' and how they receive a sticker for good work, using their 'listening ears' or helping a friend. This supports children to be emotionally secure and confident in their learning.
- Staff are encouraged to undertake further qualifications in order to improve their practice. For example, four staff are currently completing courses to develop their leadership and management skills.

What the setting needs to do to improve further

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

- ensure staff are effectively deployed at all times during the day, including when children first arrive at nursery so their learning is fully supported
- make sure an effective system is in place to monitor the quality of teaching so that order to ensure practice is consistent across the different age groups, particularly for children aged one to three years, so all children are supported to make good progress in their learning.

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

- develop systems to more securely track and monitor the progress of all children, including different groups of children and to help leaders and managers identify and address any gaps in provision
- develop the outdoor area so children get access to a range of activities that are more suited to their age and stage of development
- increase opportunities for children to develop their independent skills at different times during the day, including when younger children play outside and during mealtimes.

Inspection activities

- The inspectors observed activities across the nursery both inside and outdoors.
- The inspectors spoke with members of staff, including room leaders and children at appropriate times during the day and held discussions with the manager and provider.
- The lead inspector carried out three joint observations with the manager.
- The inspectors took account of views of parents spoken to on the day of inspection.
- The inspectors looked at children's records, planning documentation, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI / Christine Jacqueline Davies

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Pre-school children enjoy a range of inviting activities that build on their interests. Adults ask questions as children model with clay. Children say the clay feels 'slippery' and 'soft' when they add water to it. In the 'maths room' they use different resources to weigh and count the variety of fruits in their 'fruit salad'. Babies and pre-school children make good progress and gain the skills they need to be ready for the move to the next room or to school. Teaching for younger children is variable. Children are not supported to be independent as their play is interrupted by nursery routines. For example, they are absorbed in play with the sand but have to stop because it is snack time. Some children become frustrated and do not understand why their play has to stop. Slightly older children enjoy playing with water as they wash the 'babies'. Adults support children well as they talk about the bubbles and how the sponge absorbs water. However, adults do not make the most of the environment and squeeze activities into one area, which means some children do not fully engage as there is not enough space for them to play.

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

Play outside is as an opportunity for physical activity with all children accessing the same equipment. Adults do not build on the learning that takes place inside. They help younger children to climb the steps to the slide. This is not done in an appropriate way and prevents children being successful. Babies make attempts to catch the bubbles an adult blows. They smile as the bubble they catch goes 'pop'. Adults set clear expectations so children learn right from wrong. A young child knocks another as they use actions when singing in a small space. She quickly checks her friend is not hurt. Pre-school children understand how some of their friends speak different languages at home as they learn to count in Polish. Mealtimes for children over two years are social occasions as children talk about their day. Children make good attempts to serve themselves but do not help adults prepare the table for lunch. Younger children are not always asked to make a choice during meal times as adults place food in front of them.

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

The manager recognises more needs to be done to ensure the quality of teaching is consistent. She has begun to implement an action plan in one of the rooms but improvements are not happening quickly enough. Systems are in place to check individual children are working at expected levels. Room leaders and managers do not look at the progress made by different groups of children to ensure any gaps in learning are addressed. Safer recruitment practices are followed. Staff receive an appropriate induction and complete a six-month probation. Since the last inspection all staff have received training about how to keep children safe. They have a sufficient knowledge of what to do if they have a concern about a child. Bank staff are used to cover absences, but on the day of inspection not enough adults were deployed at the start of the day to fully support the learning of children over two years.

Setting details

Unique reference number	EY445340
Local authority	Lewisham
Inspection number	1011313
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	99
Name of provider	Happy Little Bunny Day Nursery Limited
Date of previous inspection	13 June 2014
Telephone number	02086767977

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 99 children on roll aged from three months to five years. The nursery supports children who speak English as an additional language. The nursery employs 27 staff; of these 22 hold appropriate early years qualifications. The nursery also employs a full-time cleaner and a cook.

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