

# Bunnies Daycare

The Old Bakery, Edgar Avenue, Stowmarket, Suffolk, IP14 2EF



## Inspection date

27 October 2016

Previous inspection date

12 January 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Although the setting has made some progress since the last inspection, they have not made enough progress to provide good quality learning opportunities for children. Self-evaluation does not effectively help the staff to identify all weaknesses in practice.
- The quality of teaching is variable. Although the staff are well qualified, they do not consistently support children to make good progress in their learning.
- Staff do not effectively use ongoing assessments of children's learning to clearly identify what children need to learn next. They do not fully support parents to continue with children's learning at home.
- Methods used for managing staff performance are not fully embedded into practice, to ensure that improvement to the quality of teaching is sustained and ongoing.

### It has the following strengths

- Staff understand the importance of promoting the safety of the children in their care. For example, during an outing to the local park, staff ensure children wear high-visibility jackets, reins and hold an adult's hand. Children learn about road safety rules.
- Staff interact with children in a warm and caring manner. They offer attention to help children to settle, promoting their well-being.
- Children have appropriate opportunities for daily exercise and fresh air, on walks locally or in the outdoor area. This helps to promote children's physical development and supports their well-being.
- Staff encourage parents to share what they know about their child when they first start at the setting.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ improve the overall consistency of teaching, and plan activities that provide sufficient challenge and develop the key skills children need for the next stage in their learning, such as school	19/12/2016
■ ensure that information gained from ongoing observations and children's assessment is used effectively, to clearly identify the next steps in their learning and share information with parents so that they can help to support children's learning at home.	19/12/2016

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

- make better use of self-evaluation to accurately identify weaknesses in provision to improve the quality of teaching and the outcomes for children
- extend the performance management and monitoring systems further, to continue to strengthen and improve on staff practice to raise the quality of teaching.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and while on a planned outing, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the setting's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## Inspector

Karen Harris

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Management are committed to making improvements and have effectively used support from the local authority to implement some changes. However, the managers and staff do not accurately reflect on all aspects of practice to raise the quality of the provision to good. Staff seek additional training to further their skills and extend their knowledge. Performance management is now in place, however, it is not robust. Staff now monitor and track children's progress but they do not effectively share information with parents to help them to support their children's learning at home. Safeguarding is effective. Staff attend relevant training and have a sound knowledge of child protection procedures, in line with the guidance of the Local Safeguarding Children Board. They know what to do should they have a concern about the welfare of a child in their care. Adequate recruitment procedures are in place. Suitability checks are used to check that staff are appropriate to work with children. Induction procedures are in place for any new staff.

### **Quality of teaching, learning and assessment requires improvement**

Staff have a generally sound understanding of how children learn and provide them with an adequate range of toys and resources. Children are suitably occupied as they choose what they want to do. They happily explore different textures, such as paint and dough. However, teaching practice is variable, which means that although children do make some progress, this is not yet good given their starting points. Staff do not always ask questions to challenge children's thinking or take the time to listen to their responses. Staff do not effectively use opportunities to develop children's independence. They do not consistently encourage children to complete simple tasks, which they could undertake themselves. During outings to the nearby park, staff tend to focus on road safety and do not use these opportunities to extend other aspects of children's learning. At times, staff's interaction with children is of good quality. Where this is the case, they get down to the children's level and respond well, for example, to babies' vocalisations. Staff introduce new words and talk to children about what they are doing.

### **Personal development, behaviour and welfare require improvement**

For some children, staff's teaching does not always provide a stimulating and challenging learning environment to help them make best progress. However, staff are friendly and children have positive relationships with their key person. Staff greet children and parents individually, and they exchange information to help staff take account of children's current routine at home. Staff appropriately meet the individual health and care needs of children. They obtain information about children's dietary requirements and allergies, to ensure that they do not eat anything that could cause them harm. Staff provide healthy meals and snacks. Partnership working is in place with other providers and external agencies.

### **Outcomes for children require improvement**

Children do not make good enough progress given their starting points. This is because the quality of teaching is variable. However, children acquire some basic skills in readiness for school. They use scissors and have suitable opportunities to develop their early writing skills. Children of all ages enjoy sharing books with staff.

## Setting details

<b>Unique reference number</b>	EY313941
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1036415
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Bunnies Day Care Limited
<b>Registered person unique reference number</b>	RP909910
<b>Date of previous inspection</b>	12 January 2016
<b>Telephone number</b>	01449 777 999

Bunnies Daycare was registered in 2005. The setting employs five members of childcare staff. All hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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