

# Busy Bunnies Nursery

New Inn, 627 Lincoln Road, PETERBOROUGH, PE1 3HA



## Inspection date

3 March 2017

Previous inspection date

1 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy and well settled. The key-person system is effective. All children demonstrate good levels of confidence, showing they feel safe and secure in the nursery. They receive plenty of attention, affection and praise. This supports their emotional well-being successfully.
- Partnerships with parents are very good. Practitioners talk to parents about what children already know and can do when they first start to help them plan their learning from the outset. This is then supported by daily exchanges of information about children's care routines, activities and achievements.
- The management team focuses strongly on carefully monitoring children's progress across all areas of their learning and development. Children requiring further support are quickly identified and supported to ensure they are making at least good progress.
- Self-evaluation is used very effectively to identify weaknesses and drive continued improvement.

### It is not yet outstanding because:

- Occasionally, planning is not used to full effect to help staff make the most of all opportunities in the outdoor learning environment to extend children's skills and knowledge.
- Although supervision of staff is mostly effective, it is not yet focusing strongly enough on raising the quality of teaching to higher levels across the nursery.

## What the setting needs to do to improve further

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

- develop planning to help staff make the most of all opportunities in the outdoor learning environment to extend children's skills and knowledge
- build on current arrangements for staff support and supervision to inform a more in-depth programme of professional development to raise teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know their responsibilities and are confident of the action to take to safeguard and protect children from harm. There are clear procedures and policies in place to safeguard and keep children safe, for example, comprehensive risk assessments. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Staff include parents well. Staff and parents share meaningful information about children's learning and development. This shared approach provides children with continuity in their learning. The nursery has developed effective links with local primary schools. They meet school teachers, working closely together to ensure the move to school is handled sensitively.

### Quality of teaching, learning and assessment is good

Children's learning and development are effectively promoted. Staff use the information gained from assessment well to identify children's next steps in learning. Careful monitoring by management and key persons quickly identifies any gaps in children's learning so these are quickly addressed. Children have access to a wide range of activities of their choice. Younger children are excited as they mix different coloured paints and describe the new colours they have created. They play together as they dress up and go shopping, pretending to buy foods from around the world. This helps their mathematical development and understanding of the wider world. Older children are engrossed as they develop early writing skills. They share marker pens and giggle together as they develop their story on the large writing board. Children's communication and language skills are supported as, for example, staff read books with them or narrate what they are doing, introducing new words.

### Personal development, behaviour and welfare are good

Children's health and physical development are promoted effectively. They have daily access to the newly refurbished outdoor area. Children visit the local park, which helps them further build and refine their physical skills and confidence as they use more challenging equipment. Children's behaviour is good. Practitioners are good role models and they sensitively remind children about good behaviours. Children learn about the needs of others, how to share and take turns. Children learn to respect each other and their different backgrounds. For example, they engage in a range of activities that helps them to learn about each other's cultures.

### Outcomes for children are good

All children are making good progress in all areas of their development from their starting points. This includes those who speak English as an additional language and those who have special educational needs and/or disabilities. They are confident as they select the play of their choice. They are motivated and active in their own learning. Children are confident in their speaking and listening skills, managing their own needs and learning to respect and consider each other's feelings. This prepares children for their next stage of learning and future move to school. Toddlers are taking an active interest in their own learning. Older children are developing key skills in both literacy and numeracy.

## Setting details

<b>Unique reference number</b>	EY449441
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1066043
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Busy Bunnies Nursery Ltd
<b>Registered person unique reference number</b>	RP531745
<b>Date of previous inspection</b>	1 August 2013
<b>Telephone number</b>	01733 897799

Busy Bunnies Nursery was registered in 2012. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round except for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

