

# Happy Bunnies

Unit 2, Conqueror Court, Campus Way, Gillingham Business Park, GILLINGHAM,  
Kent, ME8 0RR



<b>Inspection date</b>	7 August 2017
Previous inspection date	8 February 2017

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

- The leadership team have made significant improvements since the last inspection. The new manager has a good vision and knows the key strengths and areas needing development within the nursery
- There is a very positive atmosphere across the nursery. Staff are caring and nurturing to the children and this is modelled by children being kind to each other. As a result staff and children have fun and enjoy the activities together.
- Staff understand child development well and use this knowledge to promote children's learning. As a result teaching across the nursery is consistently strong.
- Children know the rules and routines of the nursery well. Staff remind children promptly and calmly when on the rare occasion they forget. As a result behaviour across the nursery is very good.
- Staff accurately observe, assess and plan interesting activities. This means that children, including those with special educational needs are engaged, motivated and are making good progress.

### It is not yet outstanding because:

- Information around the curriculum and what children are learning is not shared with parents to enable them to support their child's learning at home.
- The new monitoring system introduced does not inform leaders about gaps in the curriculum to ensure that every aspect of learning is covered.

## What the setting needs to do to improve further

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

- develop systems to regularly share information about what children have been learning with parents to enable them to support their child's learning at home
- extend the new electronic monitoring process to ensure every aspect of the curriculum is reviewed to ensure there are no gaps in children's learning.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well senior staff monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation including recruitment and performance records and children's online learning journals.

### Inspector

Jayne Godden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know and understand their statutory responsibilities to keep children safe. The whole staff team have recently attended safeguarding training. As a result, they know the signs and symptoms of abuse and who they must report concerns to in order to keep children safe. The new manager has introduced effective systems to monitor staff performance, which includes regularly observing staff practice and supervision meetings. This means staff feel valued and are able to reflect on and improve their own practice. Robust recruitment, vetting and induction procedures means that staff are suitable to fulfil their roles. The manager has introduced an online monitoring system to check the progress of each child, groups of children and to give parents access to their child's information. This system is too new to be fully effective.

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

Children are very enthusiastic and confident learners. For example, the role play area has been turned into a farm. Children delight in milking the cow and pulling on the plastic glove as an udder. Children take it in turns to bring the escaping cows back into the pen, laughing and helping one another. Staff give children time to think and use skilful questioning to encourage them to work things out for themselves. Younger children test out their early walking skills, for example, using a low level table to pull themselves up to play with an interesting puzzle. Partnerships with parents are good. Parents report the communication has improved and value the regular meetings with leaders. Links with the local infant schools are used well and staff work closely with the Reception teachers to share information to support the children's transition to school.

### Personal development, behaviour and welfare are good

Children form close relationships with staff and each other. Staff know their children very well. Those working with babies ensure that each child's individual routines are maintained. Staff and children follow good hygiene routines which includes washing hands before eating and after using the toilet. Mealtimes are a very social experience with table cloths, low level tables and low chairs. Menus are varied and children independently serve themselves the food, including even the youngest children in the nursery. For example, a young child uses a spoon to scoop out jelly, persevering as it keeps falling off. Staff sit with the children and talk to them about the healthy food they are eating and where it comes from. Staff ensure that dummies are not used unless a child needs to be soothed, as a result have noticed that language skills have increased.

### Outcomes for children are good

Children have fun exploring the outdoor environment. They are confident and very motivated to test out their physical skills, balancing on wooden stumps and hooking ducks out of the water with rods. Staff prepare children well for a move to a different room and into school. For example, older children are able to hang up coats and put on their own shoes. Children practise number skills in the garden, for example, they follow recipes in the mud kitchen and younger children splash in water using one, two and three.

## Setting details

<b>Unique reference number</b>	EY421060
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1110305
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Ivata Limited
<b>Registered person unique reference number</b>	RP527489
<b>Date of previous inspection</b>	8 February 2017
<b>Telephone number</b>	07515 878736

Happy Bunnies Nursery registered in 2011. The nursery is situated in Gillingham and is open each weekday from 7am to 6pm all year except for bank holidays. The nursery is in receipt of free education places for children aged two, three and four years. The nursery is registered on the Early Years Register. The nursery employs 22 members of staff who all hold appropriate early years qualifications.

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