

# Busy Bunnies Braybrook

Braybrook Cp School, Braybrook, Orton Goldhay, PETERBOROUGH, PE2 5QL



## Inspection date

14 November 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not make regular enough assessments of children's abilities to identify where children are in their individual learning and help them to make the best possible progress.
- Managers do not give staff enough support to achieve a consistently good quality of teaching.

### It has the following strengths

- Children confidently join in with a broad range of imaginative activities in the inviting nursery.
- Staff work closely with parents to get to know children's likes, dislikes and personalities. This helps staff to give children tailored care and supports children's emotional well-being. This means children are settled at the nursery.
- Effective systems are in place to ensure that children stay safe and are protected from harm. Staff work with other professionals to support children and their families where it is needed.
- Staff are good role models for the children. They speak to children kindly. Children play together harmoniously as staff help them to learn how to share and take turns.
- Staff help children to develop their physical skills. They learn to walk, run, climb and move with ease and agility. Staff challenge children to improve their physical capabilities, including their smaller movements.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve the quality of assessments so that they can be used to inform effective planning to help children reach their individual next steps in learning	06/02/2018
■ provide coaching, training and support for staff to improve the quality of their teaching.	06/02/2018

### Inspection activities

- The inspector observed play and routines in the rooms of the nursery indoors and outside. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation.
- The inspector held joint discussions with the manager, area manager and directors in relation to observations of the children's play, learning and progress.
- The inspector completed a joint evaluation of a planned activity with the manager.
- The inspector spoke with parents and took account of their views.

### Inspector

Kate Hipperson

## Inspection findings

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

Managers are not yet providing effective support and training to staff to help them improve the quality of assessment and teaching. Weaknesses in assessment mean that staff and managers do not have an accurate picture of children's progress. However, the management's monitoring of practice has identified these weaknesses. The newly formed senior management team is beginning to work closely with staff to bring about positive changes within the nursery. All managers and staff demonstrate a commitment to improvement. Managers listen to parents and seek their views. They provide parents with information about how the nursery is run. The arrangements for safeguarding are effective. All staff receive training so they can identify where a child may be at risk of harm. Staff know the procedures to follow if they have any concerns.

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

Managers do not give staff enough targeted support to help them increase the effectiveness of assessment and teaching. As a result teaching is not always well matched to children's individual learning needs. However, staff do recognise when a child is not developing as expected for their age. They work to put in place additional support to help these children make progress. Staff interact with children positively. They join in with their play, listening and responding to what children are saying. Staff show children how to complete tricky tasks, such as throwing a ball into a container. This helps children to learn new skills and develops their confidence. Staff enthusiastically read stories, this develops children's keen interest in books and stories. During activities, staff introduce letters, sounds and mathematical concepts, such as shapes and numbers. This helps older children to be prepared for next stages in their learning, including their move onto school. Children's imagination is promoted. For example, young children enjoy pretending to cook as staff encourage them to select plates and cutlery to use with their pretend food.

### **Personal development, behaviour and welfare are good**

Staff ensure consistency between children's homes and the nursery. For example, babies' individual routines are followed. Staff use the methods that comfort them at home to ensure they feel safe and secure while at nursery. Children behave well. Staff sensitively encourage children to consider each other's needs. Staff effectively promote children's independence, for example, older children are encouraged to put on their own coats before going outside. Children have plentiful opportunities to play outside with a variety of play equipment, including climbing equipment, balls, wheeled toys and sand play. This encourages them to be active and to develop positive attitudes to exercise.

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

Children are making steady progress in their learning. However, weaknesses in assessment and staff support mean that teaching is not always targeted to individual children's needs, in order to support their good or better than good progress. Children are active learners, they chat together and regularly contribute their own ideas during activities. They become confident to join in and have a go.

## Setting details

<b>Unique reference number</b>	EY547452
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1117822
<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>	34
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Busy Bunnies Nursery Ltd
<b>Registered person unique reference number</b>	RP531745
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01733238770

Busy Bunnies Braybrook was registered in 2017. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including five with level 4 or above. The nursery opens from 51 weeks per year. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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