

Bunnies Pre School

Overton Memorial Hall, Middleton Road, Overton, Morecambe, Lancashire, LA3 3HB



Inspection date

15 March 2018

Previous inspection date

12 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The registered provider has failed to provide Ofsted with the required information to enable them to carry out all suitability checks on some members of the committee.
- Although systems to monitor staff performance are firmly in place, these are not rigorous enough to consistently enhance the quality of teaching to the highest levels.
- Managers and leaders have not explored a more varied range of continuous professional development opportunities that are precisely focused on helping to raise outcomes for children to an even higher level.

It has the following strengths

- Staff work together collaboratively with parents and other professionals to support children with special educational needs (SEN) and/or disabilities. Meticulous tracking, purposeful meetings and tailored support are focused intently on helping to close any gaps in children's learning. All children make good progress from their starting points.
- Staff value each and every child. They help to celebrate children's achievements, hard work and determination through effective systems, such as Bunnies' star awards. This aids children's self-esteem and helps them to flourish and become confident individuals.
- Staff's positive and caring natures are filtered through their high-quality interactions. They involve children in meaningful experiences, such as sourcing healthy foods to donate to food banks. This contributes towards children adopting caring, considerate and helpful attitudes.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

- | | Due Date |
|--|-----------------|
| ■ ensure that Ofsted are provided with the necessary information to enable them to carry out the required suitability checks for all committee members who make up the organisation. | 05/04/2018 |

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

- strengthen systems for supervision and focus more precisely on monitoring individual staff practice more rigorously and consistently to provide a sharper focus on providing teaching that is of the highest quality
- explore a more varied range of highly focused continuous professional development opportunities and provide a sharper emphasis on helping to raise outcomes for children to the very highest levels.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with the manager, the staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager during a planned activity indoors.
- The inspector looked at evidence of the suitability of staff and committee members, records of staff qualifications and training, policies and procedures, health and safety documents, children's learning files and the provider's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not provided Ofsted with the required information to enable them to carry out all suitability checks for members of the committee. However, the required Disclosure and Barring Service checks have been carried out and committee members do not work directly with the children. This means that there is no significant impact on children. The arrangements for safeguarding are effective. Staff have a firm understanding of the procedures to follow to protect children's welfare. Safer recruitment procedures help to ensure that staff working directly with children are suitable to do so. The well-qualified staff advocate that 'if a child is playing then they are learning'. Staff tune into their own strengths and take on designated roles to enhance aspects of learning, such as imaginary play and knowledge of the wider world. Overall, this has a positive impact on children's learning and development. Detailed evaluations of practice help to bring about positive changes to the pre-school. Children's ideas for future learning are sought through 'our vision' and swiftly applied to enhance their play and exploration.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of child development to plan activities that engage children's interests and support what they need to learn next. Exciting experiences, such as marine water play, help promote children's explorative and investigative skills. Staff's well-posed questions help children to act out a narrative and use positional language accurately. Staff readily provide materials, such as crates and planks, in response to children's desire to build and balance outdoors. Their high-quality interventions help children to solve problems independently and aid their good physical skills. Parents are fully engaged in their children's learning both within the setting and at home.

Personal development, behaviour and welfare require improvement

The welfare of children is not wholly assured due to weaknesses in leadership and management. That said, children's emotional well-being is fostered well. Staff are caring and responsive. They welcome children into a calm and homely environment. Children are given time to settle and form a special bond with their preferred key-person to help them feel happy and assured. Staff prepare all children, particularly those with SEN and/or disabilities, well for any changes to their routine. For example, they provide time for children to bring their play to a close and provide visual clues that aid children's understanding of different actions. Children's behaviour is good.

Outcomes for children are good

All children, including those with SEN and/or disabilities make good progress. Children show a desire to take on responsible tasks to develop independence. They make arrangements with shapes and categorise objects according to properties, such as colour. Children enjoy exercising outdoors and observe the effects of the weather when playing with resources, such as streamers. They enjoy meaningful stories that encourage early friendships. Children are well-prepared for their eventual move on to school.

Setting details

Unique reference number	309410
Local authority	Lancashire
Inspection number	1103571
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	25
Name of registered person	Bunnies Pre-School Committee
Registered person unique reference number	RP906814
Date of previous inspection	12 December 2014
Telephone number	01524 858 900

Bunnies Pre School registered in 1992 and operates from within the Memorial Hall in Overton. The pre-school employs six members of childcare staff. Of these, all hold appropriate qualifications at levels 2 and 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am to 11.45am. The pre-school 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.

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