

# Busy Bunnies Braybrook

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



## Inspection date

28 June 2018

Previous inspection date

14 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Managers have worked in partnership with staff to implement sustainable improvements. These changes have played a key part in the significant development of the nursery since the last inspection.
- Managers and staff complete training and put their new knowledge into practice. They now offer children more opportunities to hear a richer variety of language and to use this, for example, as they sing, read and participate in discussions.
- Staff build professional partnerships with parents and support them well in extending their children's learning. For example, they offer ideas for activities to try at home and lend packs of resources to support these.
- Staff support children well in understanding their feelings and managing their behaviour. Children happily share the resources and explain their play so that others can join in.
- Improved assessment and planning procedures support children in making good progress. Staff use children's interests to inform the planning of challenging activities. Managers rigorously monitor children's progress and quickly address any weaker areas.

### It is not yet outstanding because:

- Staff do not consistently support children in fully developing their skills in solving problems as they encounter them.
- Staff do not always make the best use of opportunities to support children in developing their understanding of the relevance of healthy lifestyle practices.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to develop their skills in thinking creatively and solving the problems they encounter during their play and discussions
- extend the daily opportunities that enable children to build their understanding of the relevance of healthy practices and how to keep their bodies healthy.

### 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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the senior manager, the nursery manager and the director who is also the registered person. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

### Inspector

Kelly-Anne Eyre

## Inspection findings

### **Effectiveness of the leadership and management is good**

Managers and senior staff use their qualifications well to provide effective coaching and supervision for staff. They have successfully addressed the actions from the last inspection and support staff well in developing their teaching. Managers work with staff to evaluate all areas of the nursery and make pertinent changes. Arrangements for safeguarding are effective. Staff regularly refresh their training and maintain a good understanding of possible threats to children's welfare and the process for reporting any concerns. Managers meet frequently with key persons. This aids them in understanding each child's needs and they use additional funding well to support their development. Effective procedures support staff in working with other childcare providers and professionals, helping to ensure that children's developmental needs are consistently met.

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

Staff know children well and make good use of their interests as a way of promoting their learning. For example, children's interest in insects is extended as they collect and examine these, using reference books to support their knowledge. Staff then build further on this as they help children to look at life cycles of both insects and plants. Children competently explain the conditions required for seeds to germinate. Children enjoy many opportunities that aid them in starting to write and to make marks. For example, younger children use pens, paints and glue to make marks and patterns on large sheets of paper fixed to the floor. Staff help to prepare children for school. They speak clearly and give simple instructions. Children learn to follow these, for example, as they clap loudly and quietly or help to tidy away the resources they have used in the mud kitchen.

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

Staff make good use of the key-person system and work with parents to gain a thorough understanding of children's needs. They use this information well. For example, they ensure that books and toys linked to children's interests are readily available, helping children to feel comfortable and settled. Children quickly build secure bonds with staff and naturally include them in their play. They gain a good understanding of how to keep themselves safe. For example, they learn to use cutlery and tools safely. Children participate in activities, such as walking on balance beams and learning to use a balance bicycle, which help develop their physical skills. Children enjoy opportunities to discuss their work, often referring to the displays around the nursery. These opportunities help build children's confidence and their positive attitudes to play and learning.

### **Outcomes for children are good**

All children make good progress and develop the skills they need for school. Children confidently select toys and resources, and organise their play. Staff are vigilant and support children in communicating with one another. This particularly aids children who have special educational needs and/or disabilities and those who speak English as an additional language, and they develop good social and communication skills.

## Setting details

<b>Unique reference number</b>	EY547452
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1119513
<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>	58
<b>Name of registered person</b>	Busy Bunnies Nursery Ltd
<b>Registered person unique reference number</b>	RP531745
<b>Date of previous inspection</b>	14 November 2017
<b>Telephone number</b>	01733238770

Busy Bunnies Braybrook registered in 2017. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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