

Bebright Bunnies

Telegraph Hill Centre Group, Kitto Road, LONDON SE14 5TY



Inspection date	24 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Parents are complimentary about the opportunity their children have to be outdoors. Staff encourage children to understand the importance of outdoor play. Children access a broad range of activities in the garden and enjoy the fresh air and exercise. This helps to promote their good health and support their physical well-being.
- The manager uses her knowledge of the early years foundation stage to improve the quality of the provision. She runs workshops for parents to support extended learning opportunities at home.
- Staff interact with children effectively following their interests. They extend opportunities to develop children's communication and language skills. For example, older children talk about different types of dinosaurs, such as the 'Triceratops'. Young children impulsively choose their favourite books and sit with staff for stories. This supports them well to make good progress in their learning and development.
- The manager continuously strives for excellence and responds enthusiastically to parents' and children's feedback. Following the parents' meetings, she develops additional opportunities for communication through an online application.
- The key-person system is effective and supports babies forming secure attachments. Staff engage parents extremely well enabling them to gather information during initial assessments of children's starting points. They share how children are learning on a regular basis and invite parents to join off-site activities.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to support children's growing independence and self-help skills so they have opportunities to do things themselves.
- Staff do not consistently make the most of opportunities to develop children's understanding of cultures, traditions and each other's differences.

What the setting needs to do to improve further

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

- increase the opportunities children have to develop their understanding of diversity and each other's differences
- provide children with more opportunities to be independent, to help better prepare them for their next stage of learning.

Inspection activities

- The inspector sampled documentation and discussed with the manager how she reflects on her practice.
- The inspector spoke to children and staff throughout the inspection.
- The inspector viewed the premises and observed children indoors and outdoors.
- The inspector considered the views of parents spoken to on the day.
- The inspector carried out a joint observation and discussed the quality of teaching and learning.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to respond if they have a concern about a child in their care. The manager has robust systems in place for the recruitment of staff. She provides a mentor to support new staff consistently during the induction process. Staff also carry out observations on each other to encourage and highlight good practice and areas for personal development. The manager effectively monitors and tracks children's assessments. She identifies outcomes for groups of children and shares information during meetings. This enables her to ensure successfully that staff address any gaps in children's learning promptly. The manager is highly reflective and evaluates the provision effectively. She takes positive steps to improve outcomes for children. For example, staff have recently applied 'creative thinking' training to their planning to broaden the wide range of challenging activities they provide indoors and outdoors.

Quality of teaching, learning and assessment is good

Staff provide a stimulating environment. Children's imaginative play is engaging in well-resourced play areas. Children build different forms of transport and homes with large bricks. They spontaneously take pretend baskets of food from the home corner to extend their play with the large construction bricks. Staff provide some activities for children to learn about people and communities beyond their immediate experience. For example, during a story about princesses children explore the different costumes princesses may wear around the world. Children enjoy working together to create rhythms as they play instruments. Staff model and repeat language. They skilfully introduce new words and encourage children to recall events and activities that take place at home. Young children are encouraged to investigate different textures. For example, outside they eagerly explore trays that hold water, foam and mud. They explore these using their senses and watch the effect different textures have when they are poured on the ground.

Personal development, behaviour and welfare are good

Staff are skilled at supporting children to be emotionally well prepared for the next stage in their learning. Babies and young children learn to respect each other during play. Parents comment that transitions are seamless because of the way children engage with their peers. Children behave extremely well and know how to keep themselves safe. They gain a good understanding of how to manage risks through activities that encourage them to explore. For instance, young children manage sharp knives as they individually cut and investigate different tropical fruit. Staff encourage young children to manage their personal needs. Babies thoroughly enjoy wiping their own faces after meals.

Outcomes for children are good

All children make good progress, including those for whom the setting receives funding. They develop their concentration. They skilfully learn to listen to staff and follow their instructions. Young children enjoy finding where things go as they pack away. Older children are curious and are interested in investigating natural resources when they compare concepts, such as 'same' and 'different', using the magnifying glasses.

Setting details

Unique reference number	EY501259
Local authority	Lewisham
Inspection number	10079237
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	35
Number of children on roll	62
Name of registered person	Bebright Project
Registered person unique reference number	RP901235
Date of previous inspection	Not applicable
Telephone number	07960 099243

Bebright Bunnies nursery registered in 2016 and is part of the Bebright Bunnies project. The nursery is open from 8am to 6pm from Monday to Friday for 51 weeks of the year, closing for one week at Christmas. The nursery receives funding for free early education for children aged two, three and four years. There are 12 staff; of these, two are qualified at level 6 in early years education, six hold early years qualifications at level 3 and two hold early years qualifications at level 2.

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