

Bunnies Pre School

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



Inspection date	16 October 2018
Previous inspection date	15 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
		Previous inspection:	Requires improvement
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

- Since the last inspection, the staff have worked hard to complete the key priorities for improving the pre-school. This has resulted in significant improvements to the quality of the provision, especially in relation to safeguarding children.
- Links with parents are good. Staff share information with parents about children's learning and take account of parents' comments regarding children's learning at home.
- Children have developed good relationships with staff. They talk confidently with staff about what they are doing. As a consequence, children are happy and settled in a welcoming environment.
- Children are provided with a wide range of inspiring learning opportunities. They enjoy playing outdoors as, for example, they dig for potatoes in the soil.
- Teaching is consistently good. Staff know how to promote children's learning and development. This results in children who are making good progress from their starting points.
- Leadership and management at the pre-school are good. Leaders have a clear vision of how to improve the provision. They have effective systems to monitor the progress children are making, and they quickly identifying any gaps in learning.

It is not yet outstanding because:

- Staff know their key children well, and where they are at in their learning and development, but children's next steps are not consistently recorded as clearly as they could be to ensure children make the best possible progress.
- Although links with local primary schools are established and transition arrangements are effective, links with other local early years settings have not been developed. As a consequence, information about children's learning and development is not consistently shared.

What the setting needs to do to improve further

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

- develop links with other settings to promote information sharing and to help children's smooth transition when they move on to their next place of learning
- record next steps in children's learning clearly to help them make the best possible progress.

Inspection activities

- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation including children's progress files, policies and procedures and training records.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector discussed the setting's action plan and how practice is reflected to help the setting to improve continually.

Inspector

Ann Flynn

Inspection findings

Effectiveness of leadership and management is good

Since the previous inspection, the whole staff team has shown a commitment to improving the provision, and acted quickly to make the required changes. Leaders and managers have included the views of the local authority, parents and children in setting targets to ensure improvement is made and maintained. Safeguarding is effective. The manager has recently completed further safeguarding training and revised policies, which helps to keep children safe from harm. Risk assessments have been effectively reviewed to ensure the premises are safe. Arrangements for the monitoring and coaching of staff practice have been improved. Staff are provided with opportunities to continuously develop and improve their practice, which results in improved outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff are well deployed and interact with the children in a purposeful way, which is effective in supporting children's learning and development. The environment is well resourced, indoors and outdoors, and provides enjoyable and interesting activities that engage children. For example, children delight as they dig up potatoes from the soil and weigh them on the bucket scales. They use mathematical language as they discuss size, shape and weight. Communication and language are promoted well as staff discuss how ice changes from solid to liquid as it melts in the water tray. Children are confident communicators. They use words such as 'sinking' and 'floating', and a child confidently informs staff that the 'Titanic' sunk. The setting has established links with local schools to help children experience a smooth transition between settings. However, links with other local early years settings are not as well developed. This results in information not being shared consistently. Staff show confidence in their knowledge of children's development, learning and progress. However, children's next steps are not recorded clearly enough to explain how to help them make the best possible progress.

Personal development, behaviour and welfare are good

Children are well mannered and behave exceptionally well. Staff provide consistent praise and encouragement for their efforts and children display high levels of self-confidence. Parents spoke of a 'homely, welcoming setting' and of being regularly informed about their children's learning and development. Children are supported to lead a healthy lifestyle. They play outdoors every day and the snacks provided are healthy. Children are developing their independence. They are able to find and put on their own coats before playing outdoors, and they register their own attendance through the use of self-registration cards. Children are well prepared for the next stage of their education.

Outcomes for children are good

Children make good progress in relation to their starting points. They are working comfortably within the range that is typical for their age. Children enjoy sitting with staff listening to stories as they begin to understand that text has meaning. Leaders and managers have effective systems to monitor children's progress and quickly identify any gaps in learning. As a consequence, outcomes for children are good.

Setting details

Unique reference number	309410
Local authority	Lancashire
Inspection number	10081250
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	25
Number of children on roll	18
Name of registered person	Bunnies Pre-School Committee
Registered person unique reference number	RP906814
Date of previous inspection	15 March 2018
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, all of whom 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 each day, with a lunch club from 11.45am until 12.15pm and an afternoon session from 12.15pm to 3.15pm on Monday and Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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