

Bunnies on the Green Nursery

60 Stockwell Road, Stockwell, London SW9 9JQ



Inspection date	14 November 2018
Previous inspection date	9 December 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- The provider does not ensure that all staff who work with children are suitable to perform their roles. The safeguarding and welfare requirements of the early years foundation stage are not met.
- The managers do not review staff performance well enough to identify targeted support for individual staff and to address inconsistencies successfully in teaching practice.
- The provider does not review the practice and provision effectively. She has not identified breaches to legal requirements. Progress towards previous recommendations is insufficient.
- The provider does not monitor the progress of different groups of children effectively to identify areas in which they need further support. Planning is not always implemented successfully to provide challenging and quality learning experiences that help to motivate children in their learning. Children's continued progress towards the next stages in their learning is not fully supported.

It has the following strengths

- Staff support children's mathematical development effectively. Young children learn to name shapes, such as 'square', and older children count confidently up to 10, for instance, as they play with construction materials.
- Young children form close bonds with their key persons. For instance, when individual children are unsettled at lunch time, staff give them a cuddle and gently explain the routines that follow, and when they would be picked up. Children are emotionally secure.

What the setting needs to do to improve further

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

	Due date
ensure that all staff who work directly with the children are suitable to perform their roles	30/11/2018
improve staff supervision, to ensure that support is targeted to improve the competencies and skills of individual staff, and to address inconsistencies in teaching practice effectively.	30/11/2018

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

- improve self-evaluation to effectively identify breaches to legal requirements and weaknesses in practice and provision
- improve the monitoring of different groups of children, so any gaps in their learning are identified and addressed more effectively to support their continued progress towards the next stages in their learning
- review and improve the implementation of planning to ensure that all children consistently enjoy challenging and quality learning experiences that help to motivate them in their learning.

Inspection activities

- The inspector observed the children and how staff interacted with them.
- The inspector took account of the views of parents, staff and children.
- The inspector viewed a sample of documents, including children's learning folders.
- The inspector held discussions with the provider and manager at appropriate times.
- The inspector observed an activity, with the provider and manager, and assessed how they evaluate staff performance.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider does not ensure that appropriate suitability checks are completed for staff who work directly with the children. This has a significant impact on children's welfare. Self-evaluation is not fully effective, and this has led to breaches to legal requirements. Although the managers know what good-quality teaching looks like, they have not developed robust processes to evaluate the performance of individual staff. Training and support are not targeted well enough to address inconsistencies in teaching practice effectively. Some staff do not capture children's interests as well as others during these activities. The provider shares information effectively with parents, professionals and other settings, such as local schools. This helps to support continuity in children's learning and care, including for those who have special educational needs. Staff understand how to refer child protection concerns. The manager maintains a log of complaints and the action taken as required.

Quality of teaching, learning and assessment requires improvement

Teaching practice is not consistently strong. Planning for children's next steps is not always implemented effectively to challenge and extend individual children's learning. For instance, although staff set targets to support children's communication and language development, they do not consistently follow up these plans. The management team does not have a clear picture of the progress that different groups of children make, to be able to plan focused improvements that help to meet their needs. Staff introduce children to seasonal celebrations, such as Christmas, Hanukkah and Bonfire night. This helps to extend children's understanding of the world. Staff provide opportunities for children to build on their creativity. Young children enjoy washing baby dolls and older children learn to join in familiar songs and actions.

Personal development, behaviour and welfare are inadequate

The provider does not ensure that staff are suitable for their roles. Staff who await new Disclosure and Barring Service checks are allowed unsupervised contact with children, including providing intimate care. Children's welfare is not assured. Staff manage children's behaviour positively. They teach them to play cooperatively with each other. Staff support an inclusive ethos. Some staff speak children's home languages, which helps them to share information effectively with children and families who speak English as an additional language. Staff promote children's independence well, for instance, to help them learn mealtime and toilet routines.

Outcomes for children require improvement

Children do not consistently benefit from experiences that help them to learn more than what they already know. Their emerging interests are not extended well enough to support their engagement and participation continually. Although gaps in their learning are closing, this is not consistent. Nevertheless, children develop some basic skills that help to prepare them for future learning. For instance, young children learn to transfer water between containers and older children learn to walk on a row of tyres. These activities help to support their physical development. Children build confidence in their abilities and a positive sense of themselves.

Setting details

Unique reference number	144090
Local authority	Lambeth
Inspection number	10084348
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	2 - 4
Total number of places	26
Number of children on roll	26
Name of registered person	Stovell-Douglas, Beverley Jane
Registered person unique reference number	RP512750
Date of previous inspection	9 December 2016
Telephone number	020 77384895

Bunnies on the Green Nursery registered in 1991. The nursery is located in the London Borough of Lambeth. It is open from 8am to 6pm for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. It employs five staff, all of whom hold appropriate early years qualifications from level 2 to level 4.

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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