

Happy Bunnies

Happy Bunnies c/o St Monica Primary School, Bay Road, Southampton,
Hampshire SO19 8EZ



Inspection date	20 May 2019
Previous inspection date	7 January 2016

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

This provision is good

- Managers have high expectations for the setting. They gain the views of practitioners through regular meetings and one-to-ones.
- Managers put a strong focus on professional development, which contributes to high morale among the team. This has a positive impact on the provision for children.
- Managers have good systems in place to support practitioners' performance to aid the consistent quality of teaching.
- Practitioners provide a welcoming, well-resourced and nurturing learning environment where children increase their independence and self-confidence.
- Practitioners plan suitably challenging activities for children. They provide two focused groups per day, such as using technological toys. The practitioners encourage the use of communication and language by introducing new words, such as 'lens' on the camera.
- Children's health, behavioural and emotional needs are well considered and supported. Children take part in 'Bunny Bursts' daily. They run three laps with their key people and peers around the school field. This is part of the setting's physical early years status.
- At times, the routines of the day are not flexible enough to enable children to have uninterrupted time at their self-chosen activities.
- Parents speak highly of the setting. They feel well informed about their children's progress. They are also thankful for the support with behaviour and toileting.
- Practitioners work well with local schools to ensure smooth transitions for children. They have moderation meetings to easily transfer information on children's progress.
- Managers have not fully considered all the ways in which to help parents to understand that improved attendance will promote even better continuity in their children's progress.

What the setting needs to do to improve further

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

- review the flexibility of the daily routine to enable children to have uninterrupted time at their self-chosen activities
- fully consider all ways to help parents to understand that improved attendance will promote even better continuity in their children's progress.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the lead practitioner to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took their views into consideration.
- The inspector tracked children's learning and development from their starting points, to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

Managers are ambitious and show passion for delivering quality education. Managers have good systems in place to support practitioners' performance. They complete termly observations and feed back what went well, using the term 'even better if' in their reflections on how to improve next time. The high focus on professional development ensures practitioners feel valued and supported in their roles. Practitioners attend a course called 'Blast', which supports speech, language and communication. Since attending this course, the setting has implemented 'Blast' sessions for all children. These sessions are having a positive impact on children's communication and language development. Safeguarding is effective. Managers and practitioners have a thorough understanding of how to keep children safe. They can identify signs of abuse and know how to refer any concerns. All team members receive regular safeguarding training.

Quality of teaching, learning and assessment is good

Practitioners have a secure understanding of how children develop. They provide a stimulating environment where children can thrive as they follow their emerging interests. For example, children ask to play with dinosaurs so practitioners set up a dinosaur adventure tray. Practitioners challenge children's imagination during free play in the role-play kitchen. They skilfully question children around ingredients and recipes. Practitioners encourage children's investigation skills while exploring in the woodland area. Children use magnifying glasses to hunt for bugs and show excitement when they find one. Practitioners work closely with their key children and their families to ensure consistency for every child.

Personal development, behaviour and welfare are good

Children come into the setting confidently and can take care of their belongings. They self-register by selecting their names. Children know the routines of the day and follow instructions. There is a strong focus on health and well-being, including mental health. Children take part in meditation and yoga daily. They have plenty of opportunities to be active. Children's behaviour is good. They can solve conflicts together with little support from practitioners. Children can express their feelings and practitioners offer reassurance as needed.

Outcomes for children are good

Children make consistent progress from their starting points. Children are eager learners who enjoy participating in a range of activities. They are prepared well for the next stage of their learning including school. The setting has strong links with local schools. Children go over to the school on campus for lunch before transitioning, to ease their experience. Children take part in an attention group which involves a small group of children talking about different objects. This supports children's communication and language along with their concentration levels.

Setting details

Unique reference number	EY413974
Local authority	Southampton
Inspection number	10074547
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	62
Name of registered person	Happy Bunnies Pre-School (Southampton)
Registered person unique reference number	RP905363
Date of previous inspection	7 January 2016
Telephone number	023 8044 3404

Happy Bunnies pre-school is a committee-run group. It opened in 2008 and moved to the present premises in 2010. It operates in the grounds of St Monica's Primary School in the Sholing area of Southampton. The setting is open each weekday from 8.45am to 2.45pm during school term times. The pre-school receives funding for early education for children aged two, three and four years. The pre-school employs ten members of staff, all of whom hold qualifications in childcare between level 2 and level 5.

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