

Bunny Run Childcare Ltd

Sham Lane, Eridge Green, East Sussex TN3 9JA



Inspection date 23 May 2019
Previous inspection date 28 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is variable. Staff do not always support and extend children's understanding of mathematical concepts or language to ensure that they make good progress.
- Staff do not consistently evaluate their assessments of children's development to ensure they have an accurate knowledge of children's needs and their next steps in learning, hence progress is variable.
- Focused learning opportunities for all the activities children undertake are not routinely planned or executed by staff.

It has the following strengths

- The new manager is ambitious and has a clear development plan to bring about sustained change. She has ensured staff have regular one-to-one meetings to discuss their practice and to identify training needs.
- Staff supervise children effectively. Children freely select their own resources. Staff are aware of children's dietary requirements and ensure they eat appropriately.
- Relationships between children and staff are warm and trusting and this helps to support children's emotional well-being. Parents are highly positive about the safety of their children, the care they receive and the opportunities they have to discuss learning and progress.
- Partnerships with other settings, including schools, are effective. Information about children's learning, progress and daily needs is shared and this supports consistency of care.

What the setting needs to do to improve further

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

- ensure that all staff plan focused learning opportunities for all the activities children undertake and that associated resources are readily available
- improve the assessment procedures further to ensure all staff use the information gained from observations to evaluate children's learning and accurately identify children's levels of achievement and next steps in learning
- ensure that all staff support the development of children's understanding and use of mathematical language and concepts.

Inspection activities

- The inspector reviewed all documents relating to children's safety and welfare, including accident records.
- The inspector and the manager observed staff interacting with children and discussed their practice. The inspector also observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the owner, manager and other members of staff, at appropriate times during the inspection.
- The inspector spoke to children and parents and took their views into consideration.
- The inspector viewed children's learning and progress records.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff know the procedures to follow if they have concerns about a child's safety or welfare. Staff know the procedures to follow if there is an allegation against a member of staff. The robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Staff complete daily risk assessments to help ensure a safe environment. They respond appropriately to any accidents and report these to parents. The new manager has begun new procedures to track the progress of children more effectively to enable them to identify, and address, gaps in learning. Children with special educational needs and/or disabilities (SEND) are provided with appropriate support, including from external agencies where necessary.

Quality of teaching, learning and assessment requires improvement

Staff complete observations, including the required progress check at age two. However, not all staff accurately analyse the information gained from observations to have a secure understanding of children's precise learning needs. Children excitedly explore the outdoors, but their progress is inhibited due to a lack of clear planning of learning goals and the provision of associated resources. For example, there are not enough magnifying glasses for all to observe the minibeasts they find in the woods. Staff miss learning opportunities to develop children's understanding of mathematical concepts of size and shape, and associated language. Children use their imaginations well as they transform into princesses or superheroes. Children develop early reading skills, listening to stories and identifying their favourite characters or participating in songs and rhymes with predictable and patterned language. Overall, staff support children as they play. However, they miss opportunities to develop and extend children's learning and thus enable them to make good progress.

Personal development, behaviour and welfare are good

New children are helped to settle and key persons are kind and attentive to them. Similarly, transitions between rooms are well managed and smooth, helping to support and maintain children's self-confidence. Staff support children effectively to behave well and take turns during their play. Children are well supported in learning to manage their personal care. They have regular opportunities to engage in physical play. For example, they ride bicycles and scooters outside or walk to the woods to play in the fresh air, where they delightedly collect sticks and explore the feel of the leaves. Children understand and follow established routines. For example, they wait in an orderly manner to set off on their walks.

Outcomes for children require improvement

Children are well prepared for the next stage of their education, including school. Older children attend to their own personal needs, and children of all ages listen attentively to stories and identify with their favourite characters. Children recognise colours, count and have opportunities for mark making. The youngest funded children make good progress, but the progress of older children, whether funded or not, is less consistent. Children with SEND make at least typical progress.

Setting details

Unique reference number	EY219668
Local authority	East Sussex
Inspection number	10107073
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	0 - 4
Total number of places	60
Number of children on roll	95
Name of registered person	Bunny Run Childcare Limited
Registered person unique reference number	RP521602
Date of previous inspection	28 May 2013
Telephone number	01892 750060

Bunny Run Childcare Ltd registered in 2002. It is one of two settings run by Bunny Run Childcare Centre. The nursery is open each weekday from 7am to 7pm for 50 weeks of the year. There are 16 members of staff working with the children, 15 of whom hold appropriate early years qualifications. The nursery provides funded early education for children aged two, three and four years.

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