

Rabbit Patch Day Nursery



Willow Cottage, Handcross Road, Plummers Plain, Horsham RH13 6NX

Inspection date	13 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not use a consistent programme of supervisions to ensure all members of staff can discuss with her any issues they have or any external factors that may affect their practice. As a result, staff are not fully supported in their roles.
- When children move to another room, their new key person cannot see clearly how children have developed from their starting points so far. They cannot easily continue children's learning due to inconsistency in the assessment systems used.
- While children recite class rules daily, staff do not consistently ensure they follow these or understand fully why the rules exist. At times, staff show negativity in their approach to behaviour management. The manager has not yet provided effective opportunities for all staff to learn how to manage behaviour positively.
- The manager does not make effective use of performance management strategies to build on staff's good teaching skills. She does not accurately guide them on areas for development or provide effective training to support them to enhance practice.

It has the following strengths

- Staff work closely with parents to ensure they understand each child as an individual. They find out about children's interests and achievements at home and build on these in their practice.
- Children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff make good use of techniques they learn through partnerships with other professionals. For example, children with limited speech learn to communicate and express themselves effectively.

What the setting needs to do to improve further

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

	Due date
implement a regular programme of supervisions to ensure all staff are well supported in their development, and to offer them regular discussion with a senior member of staff	13/07/2019
introduce effective performance management systems to support staff to improve their practice continually. This is to include providing appropriate training and professional development opportunities that help staff meet the targets they have been set	13/07/2019
ensure that staff follow consistently positive strategies to manage children's behaviour and to ensure daily routines are carried out happily.	13/07/2019

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

- improve communication and consistency between staff to ensure that new key persons understand the children's stages of development and know what children's starting points were.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager where they discussed children's learning and staff practice.

Inspector
Kerry Lynn

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager ensures all staff understand how to recognise if a child's welfare is at risk and how to act if they have a concern. The manager makes some effective evaluations to enhance practice. For example, she has improved communication with parents. The manager provides some staff training, including some which has helped staff to better assess the progress of two-year-olds. However, she is not directing training or guidance effectively on the areas where staff need to develop as practitioners. This includes in teaching them how to use positive behaviour management systems. The manager has yet to implement an effective system of staff supervisions. She aims to improve this. However, at present she does not check that all staff are happy in their roles or work with them to support them to improve their practice.

Quality of teaching, learning and assessment is good

Staff act effectively on children's interests to support learning. For example, when toddlers pretend that there are monsters in the room, staff read a story about monsters. Children join in eagerly with actions and say phrases from books. Staff prepare children well for their future learning. For example, they offer great opportunities for children to develop their hand strength. Children use tools, such as scissors, with good control. Staff understand well how their key children are progressing and how to move them forward. The manager monitors assessments with care. She notes effectively the areas where children make less progress and makes improvements to these. For instance, she recently enhanced the provision for teaching mathematics.

Personal development, behaviour and welfare require improvement

Weaknesses with regard to behaviour management demonstrate that the provider does not have suitable arrangements in place to help all staff support children's behaviour in a positive manner. This impacts upon children's welfare. Staff do not consistently reinforce rules effectively. For example, children talk about the rules, including how they walk inside and run outside. They then immediately run around the room without a reminder from staff. At times, such as during meals, staff enforce regimented routines and can be stern in the language they use with children. This causes the session to be less positive for children. However, staff form good relationships with their key children. Children demonstrate confidence and happily interact with staff. Children behave kindly towards one another and develop good social skills. For example, children change the way they play to include their friends.

Outcomes for children are good

Children learn as they explore. For example, toddlers develop their physical skills as they jump in puddles. Children engage in imaginative play and act out stories with friends. This is demonstrated when pre-school children discuss what is happening when they embark upon a journey on their 'ship'. Children demonstrate good levels of independence. For example, toddlers dress themselves for outdoor play, and put on their own socks and boots. Older children learn to cope with change as staff prepare them to move to other settings, such as school. For example, they find out about the uniforms they will wear.

Setting details

Unique reference number	EY547352
Local authority	West Sussex
Inspection number	10110998
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	46
Number of children on roll	48
Name of registered person	Rabbit Patch Day Nursery Limited
Registered person unique reference number	RP547351
Date of previous inspection	Not applicable
Telephone number	07591725103

Rabbit Patch Day Nursery registered in 2017. It operates from a purpose-designed building in Plummers Plain, Horsham, East Sussex. The nursery is open from 7.30am to 6pm each weekday throughout the year. It closes for one week at Christmas. There are seven staff, of whom five hold relevant qualifications at level 3 and above, including the manager who holds a level 6 qualification. The setting is in receipt of funding for two-, three- and four-year-old children.

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