

Bunny Hop Day Nursery

Evelyn Community Centre, 1 King Fisher Square, Clyde Street, Deptford,
London SE8 5TW



Inspection date	23 August 2019
Previous inspection date	14 February 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The manager and staff monitor and track children's development well. All children, including those with special educational needs and/or disabilities (SEND), are well supported. Children make good progress.
- Staff support children to understand the natural world around them effectively. For example, children learn how to care for different outdoor animals during changing seasons.
- Staff are good role models. Children show kindness to each other as they share toys and include younger children in their play. Children's behaviour is good.
- Staff support children to lead healthy lifestyles. Children thrive taking part in physical activities. For instance, they have weekly sessions with a football coach. Children develop good physical skills.
- The key-person system is managed by staff who effectively support children's well-being. Parents speak highly of regular information they receive. This supports children's learning at home.
- Staff plan a wide range of experiences to complement children's chosen activities and extend their language. Children identify planets such as 'Saturn' and 'Pluto'. They develop good communication skills.
- Managers have not fully developed ways to support individual staff to evaluate and reflect on the quality of their teaching, to identify more precisely areas for professional development.
- At times, group activities do not consistently support pre-school children to be highly challenged in their play and learning.

What the setting needs to do to improve further

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

- improve systems to support individual staff to evaluate and reflect on the quality of their teaching and identify areas for professional development more precisely, in order to develop teaching to an even higher standard
- build on existing teaching strengths to consistently provide highly challenging play and learning experiences for older children.

Inspection activities

- The inspector had discussions with the managers about safeguarding, policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.
- The inspector observed the quality of teaching activities indoors and outdoors and assessed the impact of this on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at areas of the premises used by the nursery, including the outdoor area.
- The inspector spoke to children, staff and some parents during the inspection and took account of their views.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of the procedures to follow if they have concerns about a child's welfare. The manager promotes equality effectively. This is apparent when she translates copies of the newsletter into parents' first language, such as French. This ensures all parents are well informed about their children's experiences at the setting. The manager has successfully introduced new systems to monitor how well individual children and the different groups of children achieve in their development. The manager and staff identify any gaps in learning and work well with parents and other professionals. The manager has high expectations for her setting. She meets with staff regularly to reflect on the strengths and weaknesses of the provision and share good practice. For instance, she gives feedback on training which has a focus on the 'children's voice'. The staff make changes to the environment to reflect their learning. This helps to drive improvements forward.

Quality of teaching, learning and assessment is good

Staff observe children when they start to assess their learning and developmental needs. They work closely with parents to complete the 'All about me book' for each family. This helps children settle quickly. Staff support children to be highly motivated to learn about the wider world in enjoyable and exciting ways. For example, older children comment that 'they can see the moon during the daytime'. Staff use computers with children to research more information about the moon to extend their learning. Children develop good technology skills. Young children become engaged for sustained periods as they explore different consistencies of wet and dry sand. Staff support children to identify numbers and count up to five as they fish with rubber ducks in the water. Young children develop early mathematical skills.

Personal development, behaviour and welfare are good

Children follow familiar daily routines, which helps build on their confidence. They demonstrate good listening skills when they hear the bell and know they need to wash their hands before mealtimes. Children enjoy a good range of nutritious snacks and meals. Older children show how to take turns and behave well during meals. Young children skilfully serve themselves. Staff support children to develop good hygiene and self-help skills. They provide a stimulating environment to build children's self-esteem. Children show this as they freely move resources from one area to another, extending their imagination and building on their play with their friends. They have regular trips to the parks and library. These build on children's social and emotional development.

Outcomes for children are good

Children make good progress in their learning, including those in receipt of additional funding and those with SEND. Transitions from nursery to school are planned well. For example, staff share children's progress on visits to the children's school. Older children learn to identify letters and sounds, and they recognise and write words, including their names. They confidently count the sides of shapes and name shapes such as 'hexagon'. Young children choose books independently. They enjoy listening to stories and predict what might happen next. Children develop good literacy and mathematical skills.

Setting details

Unique reference number	129016
Local authority	Lewisham
Inspection number	10099174
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	24
Number of children on roll	15
Name of registered person	Natasha Ricketts and Elaine Dampier Partnership
Registered person unique reference number	RP905178
Date of previous inspection	14 February 2019
Telephone number	0208 691 7171

Bunny Hop Day Nursery registered in 1996 and is located in the London Borough of Lewisham. The nursery is open Monday to Friday from 8am to 6pm, all year round. The owner and manager hold appropriate qualifications at level 5 and level 3, three staff hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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