

# Inspection of Bunny Run Childcare Ltd

Sham Lane, Eridge Green, East Sussex TN3 9JA

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Inspection date: 18 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Significant improvements have been made within the nursery since the last inspection. A new, stronger and more effective management team is now in place. The nursery manager, deputy manager and nursery owner work together extremely well and share the same vision of providing high-quality provision. Staffing changes over the last year have been challenging at times, but the new staff team is stable and highly committed. Staff confirm they feel more motivated, valued and supported by the management team. These improvements have had a positive impact on the quality of teaching, which is now consistently good across the nursery, with minor variations, very occasionally, during some group activities.

Children are very happy at the nursery. They arrive with enthusiasm and are excited when they see their friends arriving. Relationships between children and staff are good. Staff know their key children exceptionally well and monitor their progress closely. They carefully plan activities they know will interest children and target children's priority learning needs. Parents confirm how happy they are and comment on how quickly their children settle and form positive relationships with the staff. One parent described the nursery staff as 'amazing'.

Overall, children behave well. They follow the positive role modelling of the staff and are polite and kind to each other. Children play together in small groups and are tolerant of one another and share and take turns well.

## **What does the early years setting do well and what does it need to do better?**

- The leadership team works hard to continually review practice. Leaders monitor staff closely and help them identify their own development needs. Good use is made of training and regular supervision meetings to help staff develop their knowledge and keep their skills up to date.
- Good improvements have been made to the ways in which staff monitor children's progress, especially those children who need extra help with their learning. Staff observe what children can do more accurately now. This helps them to identify more clearly what children need to learn next. As a result, precise next steps are targeted.
- The curriculum is planned well. Children regularly go on walks down to the nearby lake to feed the ducks. They go on nature walks across the fields to feed the animals and enjoy learning how to stay safe as they build dens within the woodland. These opportunities help to enrich children's learning within the natural environment.
- Language development is promoted well within the younger children's room. For example, staff use actions, as well as spoken words, to indicate key words, such as 'more', 'please', 'thank you' and 'nappy'. The development of speaking and

listening skills is mainly good in the older children's room. However, very occasionally, at times such as snack time, staff do not always engage with children as closely as possible to encourage conversation and the extension of language. Sometimes, questions are rather closed and do not consistently encourage children to engage in more lengthy discussion.

- Good provision is in place to support children's emotional well-being. Children form close relationships with the staff and approach them happily for cuddles and reassurance. Babies are settled quickly, when they are tired, by staff who know them well.
- Children develop a good range of skills to support them in their future learning. They listen well and are motivated to ask questions to develop their knowledge. Children try hard when some tasks are trickier. For example, one child persevered well when trying to fix her model together. Staff praised her well and celebrated her achievements when she obtained the outcome she wanted.
- A wide range of physical activities encourage children to move in a variety of ways and practise a variety of skills. For example, children ride wheeled toys around obstacles with good coordination. They dig in their allotment area as they tend the fruits and vegetables they are growing. These opportunities help to support children's healthy development.
- The daily routine is mainly planned well and offers children a busy, stimulating and exciting day. However, very occasionally, some parts of the day are not as well organised as others. For example, as older children got ready for lunch, staff did not manage this routine very well, and some children became rather overexcited. This meant the lunchtime routine was noisy and slightly disruptive for some children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is given high priority. Good attention is given towards ensuring the nursery premises are safe and secure. Staff are vigilant in ensuring only authorised adults are permitted into the nursery. Children learn about safety when they play outside. For example, when they visit the nearby woodland, they talk about safe areas where they know they can play. Staff have a good understanding of safeguarding arrangements. They have completed relevant training and understand the wider aspects of keeping children safe, such as protecting them against extreme views and behaviours. Detailed procedures are in place so that staff know exactly what to do to report any concerns they may have about a child's welfare. This means they can act quickly to keep children safe.

## **What does the setting need to do to improve?**

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

- make better use of group times, such as snack time, to further support children's language development, especially for the older children
- review the organisation of transition times within the daily routine, such as preparation for lunchtime, to make these calmer and more conducive to learning.

## Setting details

<b>Unique reference number</b>	EY219668
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10111997
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Bunny Run Childcare Limited
<b>Registered person unique reference number</b>	RP521602
<b>Telephone number</b>	01892 750060
<b>Date of previous inspection</b>	23 May 2019

## Information about this early years setting

Bunny Run Childcare Ltd registered in 2002. It is one of two settings run by the same owner. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. There are 11 members of staff working with the children, 10 of whom hold appropriate early years qualifications. Two senior staff members hold early years teacher status. The nursery provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Jo Caswell

## Inspection activities

- The inspector talked to the nursery owner, the manager and deputy manager about the improvements that have been made since the last inspection.
- A joint observation was carried out with the manager to evaluate the quality of teaching and the support for children's learning.
- A learning walk was conducted to assess how well the premises are organised, and whether they are safe and hygienic for children.
- Some feedback from parents was obtained and taken into full consideration.
- A range of documentation was looked at, including a staff file, confirmation of qualifications and training, the nursery's development plan and safeguarding records.

We carried out this inspection 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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