

Inspection of Happy Bunnies

Unit 2, Conqueror Court, Campus Way, Gillingham Business Park, GILLINGHAM,
Kent ME8 0RR

Inspection date: 5 August 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children behave well, they learn good manners and how to be kind and help their friends. For example, children work together to complete a puzzle, they take it in turns to put the pieces together and get excited that they have completed the task. Young babies form positive relationships with staff, which give them a sense of security. They learn to share and take turns with their friends.

Children enjoy sitting with their friends during mealtimes. They learn the skills they need for when they move on to school. For example, children become confident in opening packets, and the importance of eating their sandwich first and treats afterwards. Staff provide parents with advice on healthy lunch boxes. Children have good relationships with their key person and the staff who care for them. Babies receive regular cuddles and stay close to the adults that care for them. Babies make choices about the fruit they eat at snack time.

Staff have high expectations for the children in their care, who develop a positive attitude to learning. Older children practise mark making, they use a variety of materials to make rainbows and pirates, while younger children put on their apron and paint using chunky paintbrushes. Babies enjoy splashing around in the water tray and get excited exploring a box of animals.

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

- Staff have a clear understanding of the early years curriculum, which covers all areas of learning. They consider children's individual developmental needs, interests and focus on where further support is required. Staff use assessment well to inform their planning and provide suitable activities to ensure children are sufficiently challenged. Although, the implementation of the curriculum is not as well organised in the outdoor area and the baby room.
- Leaders and managers monitor staff practice effectively. They complete regular observations to identify where there are areas for further improvement. This information is used to feed into supervision to plan training for staff's professional development. Experienced staff model good practice to other staff, including apprentices that are completing their early years training. Staff wear different colour uniforms to clearly identify trainees, room leaders and managers.
- Staff adapt the curriculum for children with special educational needs and/or disabilities. They ensure that the activities are easily accessible to all children. Staff work in partnership with other professionals to plan for children's learning. Staff make prompt referrals for additional support if they notice any gaps in children's development. This helps children to get the necessary support they need.

- Staff provide planned activities for children to learn in small groups. Staff are very much aware of the difficulties that the COVID-19 (coronavirus) pandemic has had on children's ability to socialise with other children and adults, to share and take turns and to be in a group with others. Staff recognise the importance of children's well-being and provide more opportunities for children to experience all these elements and give parents the reassurance they need.
- Staff provide many opportunities for children to develop the physical strength in their hands. For example, they use tongs to pick up their fruit during snack time, climb structures in the garden, tip and pour water into containers and manipulate dough.
- Staff regularly provide opportunities for all children, including those who speak English as an additional language, to develop their communication skills. Children listen to stories, sing songs and follow simple actions. Staff help children to extend their vocabulary, through planned activities. For example, children learn words, such as 'wrench', when building structures. Children learn to recognise the first letter of their name and listen to the sound the letters make.
- Partnerships with parents are good. Staff regularly keep parents updated on what their children do at nursery. Staff provide a plan of the week ahead so parents can support their child's learning at home. Staff use assessment well. They share this information with parents to enable them to know where their children are developmentally, and if there are any gaps in their development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training to help them have a better understanding of child protection. They demonstrate a secure knowledge of procedures to follow to protect children and keep them safe. Staff are vigilant in supervising children in the playroom, and when they transfer to the garden. Staff follow effective procedures to ensure that children are safely collected by their parents, following a review of arrival and collection procedures during the COVID-19 pandemic. Security is good and staff make sure that gates are closed when they leave the playroom. Details of visitors are recorded and their identification is checked. Effective recruitment procedures are followed to check the suitability of those adults working with children.

What does the setting need to do to improve?

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

- review the organisation of the garden and the baby room to further improve how the early years curriculum is implemented to provide a more enabling environment.

Setting details

Unique reference number	EY421060
Local authority	Medway
Inspection number	10203910
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	67
Name of registered person	Ivata Limited
Registered person unique reference number	RP527489
Telephone number	07515 878736
Date of previous inspection	7 August 2017

Information about this early years setting

Happy Bunnies registered in 2011. The nursery is situated in Gillingham and is open each weekday from 8am to 6pm all year except for bank holidays. The nursery is in receipt of free education places for children aged two, three and four years. The nursery employs 19 members of staff, 17 of whom hold appropriate early years qualifications.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector conducted the learning walk with the manager to discuss how the staff decide what children already know when they arrive, what they need to learn, and how staff are going to implement the curriculum.
- The inspector spent time in all the nursery rooms and spoke to staff and children when appropriate.
- The inspector spoke to a sample of parents to gain their views of the service provided.
- A joint observation was completed with the deputy manager of the setting to find out how staff are monitored and supported in their professional development.

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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