

# Inspection of Happy Bunnies Nursery School

Shepreth Village Hall, 4 Station Road, Shepreth, Hertfordshire SG8 6PZ

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Inspection date:

27 September 2021

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### The provision is inadequate

Children's safety and welfare is compromised, due to significant weaknesses in staff's knowledge and understanding of safeguarding practice and procedures. Children's arrival and departure times are not maintained, which fails to provide an accurate record of attendance. This does not keep children safe in the event of an emergency. Some children do not have a consistently positive attitude towards learning. This is because the quality of teaching is variable. Not all staff adapt their teaching to meet children's individual needs. For example, some staff ask children questions to challenge their thinking, while others do not engage in meaningful interactions. This means that children do not learn and progress as much as they could.

Children enjoy weekly visits to the local wildlife park. They are curious about what they see, especially the tortoises and meerkats. Children are encouraged to consider the size of each of the tortoises. They use mathematical language, such as 'big' and 'small' to describe the animals. Children learn the correct pronunciation of new words and are confident to speak within a group. This supports their self-esteem and language skills. They develop the small muscles in their hands in preparation for writing, as they use scissors to snip strips of paper and dough. Children are beginning to learn the sound of familiar letters of the alphabet.

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

- The provider, who is also the designated safeguarding lead for the nursery, does not ensure that all staff understand how to safeguard children. Some staff do not know the possible indicators should a child be at risk of having extreme views and beliefs. In addition, they do not know to raise any concerns directly to the designated safeguarding lead. This puts children at significant risk.
- Staff keep a record of the times that children arrive at the nursery. However, they do not maintain an accurate record of the time that they leave. This means that staff are unable to account for all children in the event of an emergency.
- The provider's induction process when staff join the team is not effective. It does not ensure that staff's knowledge is embedded. This compromises children's safety. The provider does not ensure that staff supervision and training is effective to improve the quality of education. Staff have some opportunities to develop their skills. However, these are limited and focus on compulsory courses. This does not support the individual training needs of staff to improve the quality of practice.
- Staff have an overall awareness of children's interests and provide a range of activities that children enjoy participating in. They also organise extra-curricular activities, such as dance lessons, sports coaching and French lessons from visiting professionals. This helps children to develop new skills, such as

coordination, ball control and an awareness of different cultures. However, staff do not identify what children need to learn next, so they cannot plan specific activities to promote children's individual learning needs. In addition, some staff do not have a good knowledge of how to challenge and extend children's learning through their play, to help them to make good progress.

- Regular visits to the local school help children to feel confident, when they move on to school. This also supports their emotional well-being. On outings, staff regularly count children to ensure that they are consistently accounted for. The provider ensures that nearly all staff hold a relevant paediatric first-aid certificate, so children swiftly receive attention should they have an accident.
- Children form close relationships with the kind and friendly staff. They show that they understand the behavioural expectations. Parents describe staff as 'lovely' and feel that they meet their children's interests. Children in receipt of additional funding benefit from carefully selected opportunities to support their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that she provides all staff with ongoing safeguarding support and guidance so that they are knowledgeable and know how to protect children. For example, such as their responsibilities in relation to the 'Prevent' duty guidance for England and Wales.

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

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

	Due date
ensure that all staff have a clear understanding of the nursery's policies and procedures to safeguard children, including their responsibilities under the 'Prevent' duty guidance for England and Wales, and the correct procedure if they have a concern about a colleague or the provider	11/10/2021
ensure that the designated safeguarding lead provides support, advice and guidance to staff on an ongoing basis and on any specific safeguarding issue as required	11/10/2021

maintain an accurate record of the hours of children's attendance	11/10/2021
ensure induction, supervision and professional development opportunities for staff are effective, to help improve their practice	11/10/2021
ensure that the curriculum is carefully planned and sequenced so that it is tailored to support children's individual learning needs.	11/10/2021

## Setting details

<b>Unique reference number</b>	EY553614
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10174015
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Kelly, Susan Jennifer
<b>Registered person unique reference number</b>	RP905687
<b>Telephone number</b>	07790896292
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Happy Bunnies Nursery School re-registered in 2017. The nursery is open from 9am until 4pm, Monday to Thursday and from 9am until 1pm on Friday, during term-time only. There are eight staff members who work directly with the children; of these, three hold qualified teacher status. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lorraine Pike

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The provider and inspector completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the provider. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff at appropriate times during the inspection. She joined staff and children on a visit to the local wildlife park.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day.

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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