

Inspection of Happy Bunnies Nursery School

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

Inspection date: 22 February 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are settled and secure. They enjoy the personal greeting at the door and run in happily. Children mirror the staff's positive attitudes and are curious and excited to learn. For example, they make dough shapes to coordinate with numbers illustrated on mittens. Children put two blocks of two together and excitedly exclaim, 'Two of these, that makes four!'. Staff have high expectations for children's learning and behaviour. Children are kind and readily share toys. Younger children playing with a toy garage wait for a turn to use the exit slope. When they race the cars, they cheer each other on and congratulate the winner.

The manager is sensitive to the possible effects of the COVID-19 lockdowns. During this time, she kept in touch with all families and recorded stories for children. This aided children in settling quickly on their return. Children demonstrate a good understanding of safety. They competently explain why they do not keep their hands in their pockets while running and jumping on a trampoline. Children develop their physical skills and gain a practical knowledge of healthy lifestyles. They participate in cooking activities where they discuss healthy eating, and talk about going to the dentist and cleaning their teeth.

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

- The manager has made changes and addressed the actions set at the last inspection. This has contributed to the significant improvement of the setting. Staff induction has been developed and there are secure procedures for ensuring all staff understand the policies. Staff are supported to complete further training to aid them in developing their practice.
- There are secure procedures for checking what each child needs to learn next and for ensuring that all children make good progress. The manager uses additional funding appropriately to offer children further opportunities that meet their needs. She assists staff in quickly identifying where children need extra support, helping to ensure that no child falls behind in their learning.
- Staff use creative ways to support the development of children's language skills. Children are engrossed as they use exciting resources to create pictures and patterns. Staff talk with them about these and children competently describe their creations, using words such as 'precious gems' and 'sparkling icicle'. Staff know the children well and support quieter ones and those who speak English as an additional language, ensuring all are included.
- Children of all ages show an enjoyment of books. Younger children eagerly describe the illustrations on book covers. Older children demonstrate their enjoyment as they listen intently when a guest reader visits the setting. They take turns to comment on the story and remember the characters.
- Staff make good use of children's interests to help extend their learning. After

noting that children enjoyed a visit to the local tea rooms, staff helped them to set up associated role play. Children develop their skills as they learn about money, write menus and take orders.

- Children gain an appreciation of differences and other ways of life. For instance, staff arrange for parents to visit the setting to show children how they celebrate different festivals.
- Children have many opportunities to use and build on their knowledge. For instance, during music sessions, children differentiate between the different knocking sounds that instruments make and talk about what they are made from. They then use these skills to examine ringing sounds and compare the materials that make these sounds.
- Children have daily opportunities to play outside. They enjoy using the playing field and have regular trips to a wildlife park. However, these opportunities are sometimes very structured and do not allow children the chance to develop their own play, particularly for those who prefer to be outside.
- Parents praise the setting and report that staff communicate well with them about how children are doing each day. Staff offer parents information about local events and facilities. However, they do not consistently support parents to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager supports staff well so that they understand safeguarding and can promote children's welfare at all times. She ensures that staff complete regular training to help keep their knowledge up to date. Staff demonstrate a good understanding of how to recognise possible signs of abuse or neglect and report these without delay. They have a good knowledge of wider safeguarding issues, such as the risks associated with exposure to extreme views and practices. Additionally, staff are aware of the potential risks associated with using the internet and take effective steps to protect children.

What does the setting need to do to improve?

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

- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities
- extend the support offered to parents to aid them in building on their children's learning at home.

Setting details

Unique reference number	EY553614
Local authority	Cambridgeshire
Inspection number	10212662
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	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Kelly, Susan Jennifer
Registered person unique reference number	RP905687
Telephone number	07790896292
Date of previous inspection	27 September 2021

Information about this early years setting

Happy Bunnies Nursery School re-registered in 2017 and is situated in Shepreth, Hertfordshire. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above, including two who have qualified teacher status. The nursery is open from 9am until 4pm Monday to Thursday, and from 9am until 1pm on Friday, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, who is also the owner, joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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