

# Inspection of Bunnywarren Pre-School Nursery

Fratton Community Centre, Trafalgar Place, Fratton, Portsmouth, Hampshire PO1 5JJ

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Inspection date:

21 March 2022

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### **The provision is inadequate**

The provider of the setting has failed to meet some requirements of the early years foundation stage. This includes keeping children safe from potential harm. For example, managers do not ensure first-aid training meets the required qualification standards. These failings compromise children's safety.

Children arrive happily. They are greeted warmly by all staff, who are caring, responsive and kind. Children settle quickly and are keen to share news about their families. They confidently talk about their feelings and seek help and comfort when they are upset. Children feel valued as a result.

Children are curious and show a willingness to learn. However, managers and staff fail to act quickly enough to address gaps in learning for all groups of children. This includes children who speak English as an additional language. Furthermore, teaching is not consistently adapted to provide challenge to those who need it. This means not all groups of children make the same level of progress from their starting points.

Children are starting to form friendships, as they learn to share and take turns. For instance, they work together to find buried treasure as they share a bucket and spade. However, at times, planned activities and child-initiated play is not planned sufficiently to meet the needs of all children. Children lose concentration and disengage as a result.

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

- Managers know what they want children to learn during their time at the setting. This is largely based on children's previous experiences. However, they do not demonstrate a clear understanding of how the environment and resources link to their curriculum. This means activities are not consistently purposeful, particularly during child-initiated play.
- Monitoring of practice and staff supervision does not identify gaps in their knowledge. Staff have some opportunities to extend their skills in chosen areas. However, they do not plan this precisely enough to enhance teaching in priority areas. This has an impact on the progress children are able to make.
- Children are developing a love of stories and books. They join in with familiar phrases during story time and choose to share books with their friends. For example, children sit together for extended periods of time, pointing out parts of a story they enjoy. Staff encourage home reading as children choose books to take home. This helps build on children's interest and engagement in stories further.
- The support children receive to enhance their early communication skills is

variable. Some children benefit from planned opportunities to develop their vocabulary. For instance, during story time, older children use cardboard tubes as they re-enact a familiar story. They use language such as 'telescope, left' and 'right', as they recall what they have learned. However, staff do not provide the same level of thoughtful planning for some groups of children. This includes those who speak English as an additional language. As a result, not all groups of children make timely progress in this area.

- Children are developing independence skills. Even the youngest children confidently attend to their own care needs, such as toileting. They tuck their chairs in after meals and tidy away their breakfast bowls. This helps children learn some of the skills they will need for their next stage of learning. Children are starting to develop an understanding of what makes them unique. For example, children compare their likes and dislikes with staff, when discussing eating carrots.
- Activities are not consistently planned well enough to maximise learning opportunities. For example, while making play dough, children struggle to measure the flour successfully. This is because the scoop provided is too big for the bag of flour. Children do not have access to enough bowls. This means that they have to wait for a turn to participate. As a result, children do not listen to instructions and become restless as they play with the ingredients.
- Children learn how to keep their bodies healthy. They discuss why it is important to clean their teeth as they practise this skill after snack time. They confidently move their bodies, navigating the space around them. They laugh and smile as they climb, dig, and run in the garden.
- Managers and staff work in partnership with professionals and parents. They liaise regularly with other professionals involved in individual children's care, this includes children with special educational needs and/ or disabilities (SEND). Children with SEND are well supported. Parents are happy with the care their children receive. They comment positively on the progress children have made during their time at the setting.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff do not demonstrate clear knowledge of the signs that may indicate a child welfare concern. This includes children who may be at risk from extreme views. In addition, they do not fully understand the processes to follow should they have a safeguarding concern. For example, responding to allegations or physical harm to children. Safeguarding policies and procedures are not written in line with local safeguarding partnership guidance. As a result, staff do not have access to information they need to respond to safeguarding matters appropriately. Staff use regular risk assessments to ensure the environment is safe and secure. They carefully consider fire procedures and evacuation routes to keep children safe in the event of a fire.

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

**To meet the requirements of the early years foundation stage and  
Childcare Register the provider must:**

	Due date
ensure safeguarding policies and procedures are reviewed regularly and reflect local safeguarding partnership guidance, include the use of mobile phones/cameras and refer to wider safeguarding issues such as the 'Prevent' duty	14/04/2022
ensure all staff, including the designated lead person for safeguarding, understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues, including responding to allegations and wider safeguarding concerns	14/04/2022
ensure staff complete appropriate 12 hour paediatric first-aid training and future training is valid and kept up to date	24/03/2022
introduce regular staff supervision and strengthen monitoring systems, in order to identify and prioritise training needs, to improve the quality of teaching	14/04/2022
ensure the environment, activities and resources are purposefully planned to reflect the curriculum intent and engage children in meaningful learning	29/04/2022
improve staff's knowledge of early communication skills and provide quality support for children, particularly those who speak English as an additional language, so they are able to make good levels of progress.	29/04/2022

## Setting details

<b>Unique reference number</b>	143444
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10228269
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Bunny Warren Pre-School Committee
<b>Registered person unique reference number</b>	RP910530
<b>Telephone number</b>	02392 822086
<b>Date of previous inspection</b>	8 November 2016

## Information about this early years setting

Bunnywarren Pre-School Nursery initially registered in 1980 and re-registered in 1998. It is located in the Fratton area of Portsmouth, Hampshire and is open in during term time from 9am until 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, all of whom hold a qualification from level 3 to level 4.

## Information about this inspection

### Inspector

Paula Sissons

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to parents 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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