

# Inspection of BeBright Bunnies

Be Bright Projects, Kitto Road, London SE14 5TY

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Inspection date:

21 January 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children enjoy attending this inclusive and welcoming nursery. They form warm relationships with staff and build strong friendships with their friends. Those children who find it more difficult to settle respond well to the close attention that they receive from key persons. Children who speak English as an additional language show that they are beginning to acquire good language skills. Children who need additional support with their learning start to engage with activities and play alongside their friends.

Staff implement a challenging curriculum, overall. Older children enjoy opportunities to move their bodies in a range of ways. They play with hoops, strengthen their muscles while they dig and confidently use wheeled toys. Toddlers enjoy their time outdoors. They learn about living things as they experience caring for the nursery ducks and happily collect twigs and leaves. Babies learn how to propel their body forwards on rocking toys inside. They develop their curiosity and hum to themselves as they explore sensory boards. They enjoy cuddling soft items and show that they feel safe when they snuggle into the arms of their key person. Pre-school children show pride in their achievements, for example as they speak with staff about their artwork. They select books to look at in cosy areas and work together well with their friends during construction play.

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

- Overall, staff implement procedures well, to minimise risks to children effectively. However, on the day of inspection, procedures for the correct storage of adult medication were not accurately followed by all staff. Although there was no impact on children on this occasion, staff do not show that they consistently follow procedures that help to maintain children's safety.
- Staff have a generally good understanding of how to provide sequenced learning opportunities that help children to build on their existing skills. For example, babies fill containers with sand and older children manipulate dough. These activities help to develop the small muscles in the hand that children need for later writing. However, on occasion, staff do not always recognise some children's needs or challenge them to raise their learning to a sufficiently high level. For example, it takes too long to prepare younger children for outdoor play. They become bored and distracted during these times.
- Staff support children's communication from an early stage. They encourage babies to copy words and sounds, and name items that they play with. Staff play fun games with children that encourage them to listen and pay attention. Children interact with each other in positive ways.
- Staff provide effective opportunities for children to learn about and care for living things. Children learn how to look after the nursery's pet rabbits. They

wait patiently for their ducks to hatch eggs. Staff help children to plant and grow vegetables.

- Staff work effectively with parents to help build on children's experiences. For example, parents visit and share information about their roles and backgrounds. Parents contribute to the nursery in practical ways. For example, they helped to build a mud kitchen that children enjoy using.
- Staff acknowledge some events to help children understand different faiths, cultures and beliefs. For example, visitors read stories and help children to learn about the contributions of different communities. Some children have fewer opportunities to recognise, value and share their languages, cultures and backgrounds as staff do not fully consider the cohort of children who attend.
- Babies experience flexible routines that mirror those from home. They enjoy opportunities to listen to songs and move their bodies, and are able to crawl and practise their physical skills inside. However, activities to extend babies' physical development further outdoors are less well developed.
- Leaders share their ambitions for the nursery and share how they continue to build and develop a stable team. Leaders support staff to gain recognised qualifications and improve most aspects of their professional practise. They implement changes that help to reduce paperwork and increase the time that staff spend with children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They know how to correctly respond to concerns that a child may be at risk of abuse or harm. Leaders and staff understand what to do if they have concerns about the suitability of a colleague. Leaders work effectively with relevant agencies to help keep children safe. They recognise when a family needs additional support and share information appropriately. Leaders follow safer recruitment guidance and implement effective procedures to assess the initial and ongoing suitability of staff. Staff maintain accurate records for children's attendance and personal care.

## 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
check that staff understand and follow nursery procedures regarding the storage of adult medication.	04/03/2022

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

- reflect further on the implementation of the curriculum to identify where children's learning experiences can be enhanced in order to help them make the best possible progress
- extend physical activities for babies outdoors to provide greater levels of challenge and fully support their learning
- expand opportunities for children to recognise, value and share their languages, cultures and backgrounds.

## Setting details

<b>Unique reference number</b>	2531044
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10208463
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Be Bright Project Limited
<b>Registered person unique reference number</b>	2531043
<b>Telephone number</b>	02077324747
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

BeBright Bunnies re-registered in 2019. It is one of two privately owned nurseries. Twelve staff work with children. Of these, five, including the deputy manager, hold a qualification at level 3 and two hold a level 2 qualification. The provider receives funding for early education places for children aged two, three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The provider showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the effectiveness of routines and the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The provider and the deputy manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector spoke with staff, parents and children at appropriate times.

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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