

Inspection of Busy Bunnies Millfield

Millfield Community Centre, 3 New England Complex Lincoln Road, Peterborough,
Northamptonshire PE1 2PE

Inspection date: 25 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this welcoming nursery. They arrive eager to start the day and are excited to play with their friends. Staff greet both children and parents warmly, using their home languages. Children confidently communicate with staff, who know them well. Children form strong attachments with their key person and other members of staff. This helps them to feel safe and secure. Children receive lots of encouragement to make choices as they play. This also helps them to build good levels of self-esteem. They are building good independence skills. For example, children pour their own drinks and manage their own self-care. Children's behaviour is good and they show that they understand the rules and boundaries of the nursery.

Children develop their imaginations in the role-play areas. For example, children have opportunities to use 'real' food and act out home-life experiences. Children listen and follow instructions well. For instance, they listen to staff and join in, discussing the date, days of the week and weather. Children show excitement as they explore the outside environment. They learn to take supervised risks and have opportunities to challenge themselves physically. For example, children show good levels of concentration and coordination as they negotiate the climbing wall.

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

- Parents comment positively about the nursery and staff. They say that they are well informed about their children's learning and daily experiences at the nursery.
- Staff support children and their families who speak English as an additional language effectively. Children learn about the wider world. For example, staff teach them about faiths, cultures and festivals that are different to their own.
- Children happily choose from a variety of activities to participate in. Children decide what ingredients and resources are needed to make their 'own' play dough. Staff support children's critical thinking skills. They encourage children to discuss the process and final outcome.
- Staff encourage children to always have a go to complete tasks themselves. This helps children to build resilience and positive attitudes to try new things. For example, children know to wash their hands at appropriate times and pour their own drinks. Staff encourage children to help with simple activities, such as preparing the snack table and tidying away.
- Children show an interest in the world in which we live and in life cycles. They plant seeds and care for sunflower seedlings in the nursery's garden area. Children know that plants 'need water to grow'.
- Children develop good physical skills. For example, children work collaboratively to create a basketball hoop using equipment. Staff effectively challenge children

to attempt to throw a ball from various distances. Children cheer with delight as they throw the ball into the hoop.

- The manager and the provider have a clear vision for the nursery and a strong commitment to the community. They effectively support staff's well-being and teaching skills. Staff have regular supervision meetings with management to discuss and reflect on their practice and identify any training opportunities.
- Children with special educational needs and/or disabilities are well supported. Staff identify those children who are at risk of falling behind. Staff work well in partnership with parents and other professionals. They support children's individual needs. For example, staff use visual images to support children's understanding.
- Staff are aware of children's dietary requirements. Children are provided with healthy and nutritious food. Staff engage with children as they eat and drink, promoting social interaction and good manners.
- Staff are calm and gently remind children of the behavioural expectations of the nursery. Children wait patiently to go outdoors. However, staff do not always organise routine tasks effectively to reduce waiting times for children. For example, children wait in line for a long time before they play outside because staff have not completed their routine checks of the outdoor environment.
- Children have opportunities to sing songs, nursery rhymes and read stories. Staff understand the importance of developing children's communication and language. However, they do not always extend children's language skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff complete mandatory safeguarding training. They test staff's knowledge of safeguarding and child protection regularly. Staff can recognise possible signs and symptoms of abuse, including the risk of children being exposed to extremist views and behaviours. Staff confidently explain how to report concerns that they may have about a child to the relevant agencies. Leaders follow appropriate recruitment processes that help to assure the suitability of staff working with children. They have good procedures to check staff's ongoing suitability.

What does the setting need to do to improve?

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

- enhance the organisation of outdoor play, so that children do not have to wait for long periods of time before going outdoors
- enhance further staff's teaching skills to strengthen children's language development to the highest level.

Setting details

Unique reference number	2545433
Local authority	Peterborough
Inspection number	10215532
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	26
Number of children on roll	11
Name of registered person	Busy Bunnies Nursery Ltd
Registered person unique reference number	RP531745
Telephone number	01733897799
Date of previous inspection	Not applicable

Information about this early years setting

Busy Bunnies Millfield registered in July 2019. The nursery is located in Peterborough, and opens from Monday to Friday during term time only. Sessions are from 9am to midday. The nursery employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the manager who holds an appropriate early years qualification at level 5. The nursery provides funded early education for three- and four- year-old children.

Information about this inspection

Inspector

Kerrie Osler

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 and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and the inspector 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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