

Inspection of Bunny Hops Hilton Ltd

11 Main Street, Hilton, Derby, Derbyshire DE65 5FF

Inspection date: 5 July 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. The environment created by staff exposes children to hazards. For example, staff fail to remove screws left from broken toys in the outdoor environment. Children fall off bikes and place their hands down on the concrete floor, narrowly missing these hazards. They can access sharp objects and cleaning products as staff do not always close the safety gate to the kitchen, despite knowing this poses a risk to children. Children's well-being is not assured. Staff fail to identify some signs and symptoms a child may be at risk of harm and do not know where to report concerns they have. However, staff greet children with a smile and have a welcoming nature. Children develop relationships with staff and separate from parents and carers well.

Children are not supported to communicate and share resources with each other. They do not know what behaviour is expected of them. When children show unwanted behaviours, such as snatching resources from younger children and shouting at others, staff do not intervene or support them to manage their feelings. This results in children becoming distressed. Children do not learn daily routines. They wait for long periods of time unoccupied before mealtimes, lining up and sitting back down repeatedly as staff are not clear on what they want children to do. Young children get upset as they are hungry and are unsure what is happening. Some children begin to eat their lunch while others are still playing or washing their hands in a single bowl of water.

Children, including those who need additional support, experience a poor quality of learning as staff lack the necessary skills and knowledge to help them make progress. Staff do not know what children need to learn next and do not provide planned activities or experiences accordingly. Children wander the environment unoccupied or play only on scooters and bikes which do not provide enough physical challenge. Babies spend their time carried round outside by staff, having very little opportunity to play.

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

- Leaders do not make sure staff working with children are adequately qualified and experienced. They do not identify areas of practice that staff need to improve and fail to tackle poor teaching. Although leaders provide some training for staff, they do not make sure this training has been effective at improving the quality of learning for children.
- Staff lack understanding about how children learn. They do not know what is expected of children at different ages or gather information about what children know and can do. Although at times leaders refer children to other professionals, staff do not put help in place for children who need additional support. Staff do

not use information about what children are interested in to support their learning.

- Activities and experiences do not meet children's learning needs. Any learning that takes place is incidental. Some staff go inside after snack time to set up activities, leaving children of all ages outside with minimal staff. Therefore, staff cannot adequately supervise and support children. They lay out already completed puzzles which are too easy for older children and too difficult for younger children. Staff do not know what they want children to achieve from this and therefore, once children have broken up the puzzles, they wander the environment aimlessly.
- Overall, staff interactions with children are weak. Staff do not recognise what attention and support children need and leave children, who need support, to complete other tasks. Some children spend long periods of time without staff talking to them at all. When staff start to interact with children in the home corner, this does not support them to speak. They name items pre-school children already know such as 'cereal' and ask children a few limited questions. This means children become disengaged and leave the home corner after a few minutes. However, at times, younger children enjoy singing songs with staff, smiling as they join in with sounds and actions to 'row, row, row your boat'.
- Staff do not support children to know what behaviour is acceptable. They read children a story but do not make sure children are sitting politely or listening. They fail to support children who get distracted and when children start kicking a tray full of pasta they do not intervene. Staff do not notice when children stand on other children's hands or push them. When these children are subsequently upset, staff do not support them in explaining how they are feeling or give them the reassurance they need.
- Staff do not teach children about healthy lifestyles. After playing in water outside, they leave children in wet clothing for long periods of time. Although staff tell some children it is really cold outside, they do not support them to put a coat on. Therefore, some children appear physically cold. Staff do not actively support children with toileting. They forget to remind children who are playing to visit the toilet, and therefore children have accidents. However, staff do show children how to wash their own hands.
- On the whole, parents are happy with the service the setting provides. They enjoy looking at photos of what children have been playing with in the setting.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure all staff have a secure understanding of their roles and responsibilities to safeguard children. Staff know some signs and symptoms of possible child abuse. However, they cannot accurately identify when a child may be at risk of radicalisation, grooming or female genital mutilation. Staff know to report any concerns to the manager, as the designated safeguarding lead, but cannot accurately explain what other professionals to report concerns to if they believe children are at risk of harm. Leaders do not ensure risk assessments are effective

in identifying and minimising all hazards in the environment. They do not make sure all staff follow procedures to minimise risks in the environment that have been identified.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure children's behaviour is managed appropriately and they are supported to manage their feelings and behaviours	10/08/2022
ensure children's good health and well-being are prioritised, and steps are taken to ensure good hygiene practices are followed, with particular regard to appropriate outdoor clothing	10/08/2022
ensure all staff effectively identify and assess risks and take all appropriate steps to reduce potential hazards and risks	10/08/2022
ensure all staff understand their role as a key person so that the care and education provided are tailored to meet the needs of every child	10/08/2022
ensure arrangements are in place that provide effective support, coaching, training and continuous improvements for practitioners, to tackle poor teaching	10/08/2022
ensure the required number of qualified staff are in place and that staffing arrangements, including how staff are deployed, meet the needs of children at all times	10/08/2022

ensure all those working with children have a secure knowledge of the safeguarding policy and procedure, including how to identify all signs and symptoms that a child may be at risk of harm, and the correct professionals they report these concerns to.	10/08/2022
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To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff consistently provide challenging learning opportunities for children that build upon what they know and can do.	10/08/2022

Setting details

Unique reference number	EY558094
Local authority	Derbyshire
Inspection number	10245377
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	50
Number of children on roll	24
Name of registered person	Bunny Hops Hilton Limited
Registered person unique reference number	RP558093
Telephone number	01283736367
Date of previous inspection	17 January 2022

Information about this early years setting

Bunny Hops Hilton Limited registered in 2018. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications: one at level 6 and one at level 3. The nursery opens from Monday to Friday, all year round except for bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The deputy manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The deputy manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with the deputy manager and manager regularly during the inspection.
- The views of parents and carers were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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