

Inspection of Bear And Bunny Nursery At The Farmhouse

Bear And Bunny Nursery, The Farmhouse, Horley Road, Charlwood, Horley RH6
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Inspection date: 6 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The children separate well from carers on arrival and are lovingly welcomed into the setting. They have special bonds with the staff and have begun to form relationships with each other. For instance, they initiate play with one another and delight in their shared experiences. Children feel secure to explore their environment. They show curiosity and a willingness to learn and find out more about their chosen activity. Staff support children's play and will seek out ways to extend their learning. For example, children make up a game where animals hide under a sheet of paper. Staff are enthusiastic in their interactions and extend learning by talking about the different features of the animals.

Children are beginning to respect each other's choices. This is reinforced by staff, who take time to talk to children about feelings and boundaries. Children's emotional needs are met. For example, staff warmly support children who have woken up from sleep and help them regulate their emotions. They are comforted and their needs are met, enabling them to confidently engage in play. Children love being outside playing on bicycles and in the sand. While outside, they become engrossed and investigate, making marks with paint and mud. Staff support children when extending their language, and give them the words to describe different textures.

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

- Managers and leaders understand and have good knowledge of what they are teaching the children. They have a clear view of what they want them to learn and how they will get them there. The curriculum they provide for children is both exciting and appropriate for their age and stage of development.
- Children are valued and their achievements are celebrated with 'wow moments'. These create small targets and inform the children's next steps. For instance, staff praise children enthusiastically when they achieve goals independently, such as counting to five for the first time. The staff know the children well. They provide stimulating activities based on the children's interests, and reflect on ways of extending these to further children's learning and development.
- Managers and leaders have created an environment for continual improvement for staff and children. For instance, robust systems are in place, allowing staff to self-reflect and enhance their performance. Children are praised and encouraged to develop their skills through thoughtful teaching. Staff identify areas for development in children's learning and plan carefully to close any gaps.
- Children enjoy mealtimes, which are social events. Staff support and encourage healthy eating and support children to grow their independence. For instance, young children are supported with tasks, such as carrying their plates to the table and cutting up snacks using safety knives.

- Children are encouraged to be creative in their thoughts and thinking. For example, in the sensory room, the staff make-believe and role play the 'We're Going on a Bear Hunt' story. The staff are enthusiastic and engage the children in a way which excites them. They encourage the children to think imaginatively and pretend to stumble over bricks and swim in the water. Children are engaged and show delight by laughing and smiling.
- Staff support children who speak English as an additional language well. They use signs and symbols and seek training courses that will further their knowledge and understanding. Staff work together with parents to learn words in the children's native language. They put strategies in place to support children to grow their vocabulary.
- Children follow some established hygiene routines. For instance, they wash their hands before mealtimes and after messy play activities. However, staff do not consistently encourage children to learn simple good hygiene practices, such as wiping their noses, or teach them about the importance this. This does not build strong foundations for children to learn to manage their own personal needs and develop self-care skills.
- The staff have high expectations of children. They speak to children with respect and engage them in back-and-forth interactions. The staff listen intently to what children say and respond to them with real interest. This makes the children feel valued and respected.

Safeguarding

The arrangements for safeguarding are effective.

Managers, leaders, and staff have a clear understanding of their roles and responsibilities to safeguard children and protect their welfare. They demonstrate confidence to respond swiftly to any concerns that they may have. With regular training and reinforcement, managers have created an environment where staff are watchful and vigilant to any safeguarding concerns. Staff are consistent in their approach to safeguarding and have a shared understanding of putting the children first. Staff are effectively deployed to ensure that children can be seen and heard at all times. They continually risk assess to ensure the safety of all children.

What does the setting need to do to improve?

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

- develop a more consistent approach to teaching children about the importance of good hygiene practices and how to manage their own personal care needs, to further enhance their self-care skills.

Setting details

Unique reference number	EY542336
Local authority	Surrey
Inspection number	10270034
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 2
Total number of places	63
Number of children on roll	79
Name of registered person	Bear And Bunny Nursery Limited
Registered person unique reference number	RP911307
Telephone number	01293 387 234
Date of previous inspection	1 May 2019

Information about this early years setting

Bear And Bunny Nursery At The Farmhouse registered in 2016 and is located in Horley, Surrey. The nursery employs 16 members of staff. Of these, nine hold appropriate early years qualifications at level 3 and one at level 6. The nursery opens five days a week, for 51 weeks of the year. Sessions operate Monday to Friday, from 7.30am until 6pm. The nursery is in receipt of funding for the provision of early education sessions for children aged two years.

Information about this inspection

Inspector
Kelley Ellis

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 provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to children and parents to gain their views on what it is like to be at this setting.
- The inspector, manager and deputy manager completed a joint observation and a learning walk.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a leadership and management discussion.

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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