

Inspection of Bunnies Daycare

The Old Bakery, Edgar Avenue, Stowmarket, Suffolk IP14 2EF

Inspection date:

23 March 2023

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

There are weaknesses in safeguarding that compromise children's safety. The designated safeguarding lead does not have secure knowledge of safeguarding matters and the action to take to ensure children's safety.

Children's experiences throughout the day can differ. Children with special educational needs and/or disabilities have dedicated time with adults to support their learning and development. Outside of these times, they are not always supported effectively by staff. This can have an impact on their ability to join in and play alongside other children. Some children disengage from activities and others are not always involved. Staff spend time talking to children that are happy to engage in conversations. This can leave children who are quiet spending periods of time wandering about on their own.

Despite these weaknesses, children show they are happy when they arrive and separate well from their parents. Staff are friendly and welcoming when they settle children in. Children enjoy their time outside. They have fun riding their bikes and negotiating spaces. They explore the sand and make shapes with the moulds. Children spend time mark making and practising their writing with staff that help and support them.

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

- There are significant breaches of the requirements of the 'Statutory framework for the early years foundation stage'. These include gaps in safer recruitment procedures and delays in vetting new staff. Leaders have also failed to maintain adequate records of these processes. They have failed to follow their recruitment policy. Such failures compromise the safety and well-being of children in the nursery.
- The manager has implemented strategies to improve staff practice, including peer-on-peer observations. However, this has not led to all staff members fully understanding what to teach children and when. This means the quality of teaching is variable. Sometimes, teaching is not appropriate for the age and stage of children's development.
- Staff redeployment has a negative impact on children's learning experiences. When staff are unable to spend time with their key children, poor communication between staff has an impact on the teaching. As a result, some children attending the nursery are not best supported to make the progress they are capable of.
- Staff lack knowledge in specific areas they are trying to teach. For example, when teaching the children about Ramadan, staff do not understand who practises Ramadan or why. This has an impact on the quality of teaching and

learning experiences provided to children.

- On occasions, staff ask children lots of questions without giving them sufficient time to process and respond to what is being said. This prevents children from engaging in meaningful two-way conversations. Additionally, staff sometimes dismiss children's attempts at play or exploration. This limits children's opportunities to develop their imaginative play.
- Staff are not consistent in their approach to behaviour management. They do not always explain why some behaviours are inappropriate or talk to children about the impact of their behaviour on others. Staff do not consistently plan their activities effectively to help children engage in purposeful play. This includes understanding how many children can take part at any one time and ensuring there are enough resources.
- Staff report that they feel well supported by leaders. They are confident in sharing any worries or concerns about their workload. Staff are confident to share ideas and feel valued in the team.
- Parents speak highly of the setting. They describe it as their extended family. They feel staff respect and support their religious beliefs. However, some parents do not receive information about what their child is learning. This can limit their ability to further their child's learning at home. Despite this, parents feel well supported by the staff. In particular, they speak about the positive relationships they have with the staff.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff understand the procedures for referring allegations and the role of the local authority designated officer. This does not assure children's welfare in the event of a concern about a member of staff. Staff do, however, know the main signs and symptoms that may indicate a child is at risk of harm and what to do with these concerns. Leaders have failed to ensure that procedures for safer recruitment are robust. They do not follow their own policies which help safeguard children, for example their mobile phone policy.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff, including the lead practitioner for safeguarding, understand the procedures to follow in the event of an allegation being made against a member of staff	24/04/2023

ensure adequate information is recorded that details staff's suitability to work with children	24/04/2023
ensure that support and supervision arrangements for staff are effective, to improve the quality of teaching and promote the best outcomes for children	24/04/2023
help staff to develop consistent and effective strategies to promote children's positive behaviour	24/04/2023
improve staff deployment so that children are consistently well supported to make the good progress they are capable of.	24/04/2023

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

- improve partnerships with parents so that all parents are fully aware of what their children are learning and how they can continue with their child's learning at home.

Setting details

Unique reference number	EY313941
Local authority	Suffolk
Inspection number	10280073
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 7
Total number of places	17
Number of children on roll	22
Name of registered person	Bunnies Day Care Limited
Registered person unique reference number	RP909910
Telephone number	01449 777 999
Date of previous inspection	9 August 2017

Information about this early years setting

Bunnies Daycare registered in 2005. The nursery employs seven members of childcare staff. Of these, three hold an appropriate early years qualification at level 3, and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

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 their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- A joint observation was completed and discussed with the manager.
- The inspector talked to staff at appropriate times 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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