

Inspection of Hanwell Bunnies Pre-school Playgroup

Hanwell Methodist Church Hall, Church Road, London W7 1DJ

Inspection date: 6 October 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

Children engage quickly as they find interesting activities linked to their interests to play with. Children confidently move around to seek favourite activities. They demonstrate strong attachments to staff by approaching them to ask for support or to just be beside a familiar adult. The curriculum focus is based primarily around the three prime areas of learning, with ambitious expectations for developing children's independence. Children's behaviour is very good. Changes between routines are well managed and children respond to the clear directions given by staff.

Parents look forward to receiving daily photographs and comments from the established team of staff. Parents share how children look forward to going to playgroup, asking when they are going to see both their friends and staff. Parents report how quickly they notice their children make progress. For example, children use new words and can independently put on their own shoes or coat. Children with special educational needs and/or disabilities (SEND) are effectively supported. The setting works with parents to devise support plans or incorporate programmes from health care professionals into children's daily care.

Daily access to a large, secure outside space is enjoyed by all children. They play with water, use bicycles and tricycles and join in with chasing games. Children can be heard chatting and laughing as they play.

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

- Staff encourage children's communication and language development through good-quality interactions with them. Children who speak English as an additional language are well supported. Staff use shared languages or thread key words in the children's home language into simple conversations. Staff talk to children consistently to help build on their understanding and extend vocabulary. At times, staff miss opportunities to include numbers and counting into back-and-forth interactions with children.
- Staff know children very well. They plan activities based on children's interests. Planning contains precise learning aims for children at different stages of development. Staff plan together and offer children activities that build on what they know. Children's confidence is built further as they are encouraged to offer their ideas and views. Older children are keen to share what they know, such as urging their peers at to eat oranges at snack time 'as they contain vitamin C and stop you from getting a runny nose'.
- Staff have robust strategies to support children's behaviour. They promote positive behaviour by providing sensitive guidance and explanations. Conflict, such as when two children want the same resource, is quickly resolved. Children

are supported to identify how their actions can make others feel. With support, children devise resolutions to take turns and share or to find something else to play with. Children give apologies that are sincere and heartfelt.

- Children's emotional well-being is effectively supported. Gentle questioning enables discussions on feelings. Staff explore and support children to identify emotions. For instance, during group times, children sing about being happy, sad or excited. Children receive positive praise as recognition from staff for their efforts and achievements. However, on occasions, some staff do not directly link praise to behaviour or actions observed and children are left unsure of what they are being praised for.
- Partnerships with parents are a strength of the setting. Strong, trusting and supportive relationships are built with parents. Coffee mornings, festivals and celebrations are opportunities for parents to participate and be active in the pre-school community. Parents universally report positively about how they and their children have been supported. Many parents opt for their child to remain in the pre-school until they start Reception Year in school.
- Leaders and managers have clear plans and high expectations on what they want all children to learn while attending the setting. They support staff with regular team meetings and supervision. Access to continuous professional development is done through training. Many of the existing staff are former parents who told the inspector they feel valued and incredibly well supported by their hard-working and inspiring leader.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a thorough understanding of their duty to protect children and report any concerns they may have about a child's well-being. They undertake regular training in safeguarding, receive updates at staff meetings and know the importance of following the correct procedures, including keeping records. Committee members elected during annual general meetings have suitability checks in place. The nominated individual follows safer recruitment practice ensuring screening and vetting checks are completed and cleared prior to new staff starting in the setting. Effective security arrangements ensure that children on site are kept safe. For example, regular head counts are completed. Daily health and safety checks, along with risk assessments, ensure that the building and equipment used is well maintained and suitable for children's use.

What does the setting need to do to improve?

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

- link praise for children to the specific action or behaviour observed, to ensure children know what they are being praised for

- make better use of opportunities to develop and extend children's mathematical skills.

Setting details

Unique reference number	EY248005
Local authority	Ealing
Inspection number	10308132
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	23
Name of registered person	Hanwell Bunnies' Pre-School Playgroup Committee
Registered person unique reference number	RP904899
Telephone number	07999862989
Date of previous inspection	15 March 2018

Information about this early years setting

Hanwell Bunnies Pre-school Playgroup registered in 2002. The pre-school is in the London Borough of Ealing. It is open Monday to Friday, from 9.15am to 12.15pm, term time only. The setting is in receipt of funding to provide early education for children aged two, three and four years. The provider employs six members of staff, all of whom hold relevant childcare qualifications from level 3 to level 5.

Information about this inspection

Inspector

Bernie Dunne

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 inspector had a tour of the premises and completed a learning walk.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to consider their views.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery.

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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