

Inspection of Bunny Run Childcare Ltd

Unit 7B Sham Farm, Sham Farm Road, Eridge Green, East Sussex TN3 9JA

Inspection date: 11 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Families are welcomed at this friendly setting. Children settle quickly, happily going to familiar staff for cuddles and comfort. This supports children's emotional well-being. Older children delight in exploring outdoors, where staff engage them in thoughtful conversations. For example, staff explain to children how they can see through ice, and use words such as 'transparent'. This helps children's language and understanding well. Staff encourage positive attitudes to learning and praise children frequently. They have high expectations for children. Where children need additional support to manage their feelings and behaviour, staff are swift to intervene. They patiently explain to children how their behaviour affects their friends. This helps children develop positive relationships.

Children respond well to staff when they are asked to help with things. For example, older children immediately help to tidy up, sweeping the floors. Younger children help pick up cups for babies. This encourages children's independence. Staff promote children's imagination and curiosity. They plan motivating and interesting activities for children to engage in. Children concentrate for a long time when playing a game. They count out and share pretend noodles, matching different colours. This supports their mathematical and social skills well. Staff ensure they include all children. Staff learn words in different languages to help children who speak English as an additional language to successfully settle in. This helps develop children's confidence and self-esteem.

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

- Staff promote children's good behaviour. They encourage children to wait their turn when riding bikes. For example, children use timers to help them take turns. Children excitedly join in with singing rhymes together. They help their friends to choose their favourite rhyme spoon and wait for them to make their choice. This helps children's personal and social skills.
- Children benefit from staff who show that they are interested in what they say and do. Staff help younger children draw pictures of fire engines and cars, building on their interest in vehicles. Older children enjoy playing with puzzles and talking about different shapes. Staff ask older children to share their own ideas to help develop the setting. This develops children's confidence.
- Staff plan a motivating and enriching curriculum. Children enjoy feeding the horses and going on woodland walks. They talk excitedly about the outings they have been on. This helps children's knowledge and understanding about the world around them and develops their appreciation of the natural world.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff seek effective support from the local authority to support children and families. They work closely with parents to help them access help

and advice. All children make good progress.

- Staff know their children well. They share information effectively with colleagues to ensure they plan appropriate activities and experiences based on children's needs and interests. For example, older children enjoy making different-sized paper aeroplanes, talking about how high they can make them go. This supports their problem-solving skills well.
- Leaders and managers have good oversight of the setting. They take appropriate steps to address any concerns that arise and make positive changes to procedures following any incidents. For example, they ensure staff understand how to store and administer medicines effectively. They act on advice and guidance from the local authority to support practice and provision. They have correctly prioritised the recruitment of staff to provide continuity for children.
- Staff work well together. For example, more experienced staff role model sign language to support newer staff to help young children to communicate. However, at times, there are some minor inconsistencies in the practice of staff working with the younger children. For instance, sometimes younger children wait unnecessarily, for example at mealtimes, and this impacts on their focus. In addition, on occasion, staff do not recognise how to position themselves most appropriately to support and include all children. At times, this means all children are not fully engaged.
- Communication with parents is good. Parents report that their children have made progress in their communication and language skills, toileting and independence skills. They talk highly of the welcoming and nurturing nature of the setting. They say that they get helpful information to support their children at home. Parents say that their children have fun at nursery and enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the support, coaching and training for staff working with the youngest children, so that all children benefit from consistently high-quality learning and care.

Setting details

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| Unique reference number | EY219668 |
| Local authority | East Sussex |
| Inspection number | 10324724 |
| 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 4 |
| Total number of places | 60 |
| Number of children on roll | 47 |
| Name of registered person | Bunny Run Childcare Limited |
| Registered person unique reference number | RP521602 |
| Telephone number | 01892 750060 |
| Date of previous inspection | 18 February 2020 |

Information about this early years setting

Bunny Run Childcare Ltd registered in 2002. It is located in Eridge, Tonbridge Wells. It is one of two settings run by the same owner. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. There are 12 members of staff working with the children, six of whom hold appropriate early years qualifications. One member of staff holds early years teacher status. The nursery provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.

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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