

Inspection of Happy Bunnies Pre-School

6 Viceroy Road, Southampton SO19 8FJ

Inspection date: 4 June 2024

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 arrive happily. They know the routine and place their lunch boxes on the trolley and find their name pegs to hang their coats on. Staff know the children incredibly well and place a strong focus on their happiness. They form good relationships with them. As a result, children are confident, independent and explore freely.

Staff provide a broad curriculum and an exciting environment, inside and outside, that is planned to meet the children's needs. For example, staff actively encourage children to explore wildlife in the garden. Children are inquisitive and handle snails sensitively, while being guided by the staff. Children's physical development is well supported. Staff provide a range of opportunities to enhance these skills, including the use of rockers and stepping stones outside. They have high expectations for children's behaviour. On occasion, when children struggle to share, staff sensitively step in to support them in their play.

Staff promote children's communication and language skills very well. As a result, children are confident talkers and communicate effectively with each other. For example, children announce they are making 'popcorn' and 'hot dogs' in the mud kitchen and set to work to create their 'food'. All children, including those with special educational needs and/or disabilities (SEND) and English as an additional language, make good progress from their starting points.

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

- The management team and staff report their well-being is good. They comment that they feel supported in their roles. Staff receive regular supervision to discuss children's needs and their own professional development. There is a commitment to further training at all levels. This helps to ensure that staff are familiar with the latest information and updates regarding early years.
- The management team and staff provide a sequenced curriculum, building on what children know and can do. They particularly focus on learning in the outdoor environment. Staff set up a variety of activities and resources to excite and encourage children to learn at all times. This includes many opportunities to explore the natural environment and wildlife.
- The management team uses funding well to support children's individual needs and provide new experiences. For example, they enhanced the garden area with sensory herbs and plants. This helps children to develop their understanding of the world. They also used funds to create a permanent writing station outside. This helps to promote early literacy skills and independence as children choose the materials from the carefully selected resources.
- The special educational needs coordinator (SENCo) has a good understanding of

their role and helps other staff with their key children. They have undertaken further training to ensure that they are well equipped to support the children in their care. The SENCo works effectively with other agencies. This helps to ensure that children receive appropriate assistance at the earliest opportunity.

- The management team and staff work well together and support each other, and deployment is good. They complete regular checks on the number of children at key transition times, such as coming in from the garden for meals. This helps to ensure children's safety and well-being.
- The staff create an environment that enables the children to be independent. They label the toys and resources and display these at children's height, so they can access them easily. Staff support children's independence further by encouraging them to put on their own wellington boots and high-visibility jackets for outdoor play.
- Staff provide activities that enable children and, as a result, children show a high level of concentration and perseverance in their play. For example, children enjoy building with the magnetic shapes and proudly share their finished constructions with their friends.
- Overall, the daily routine for the pre-school is very good. Children engage in exciting activities that are carefully designed by the staff team. However, on occasion at large-group times, some of the younger children are not fully engaged. The group does not sustain their interest, and they begin to wriggle and move about, so do not benefit from the intended learning.
- The management team and staff have very good relationships with parents. They support families from the very beginning of their child's journey at the pre-school. Staff gain valuable information about what children can do when they start. They give daily handovers to parents, covering what the children have been doing during the sessions. Staff offer additional ideas to develop children's learning at home. They also provide a book-lending library to further support children's development.

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:

- review and improve the organisation of large-group times so that all children fully benefit from the experience.

Setting details

Unique reference number	EY413974
Local authority	Southampton
Inspection number	10349767
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	2 to 4
Total number of places	32
Number of children on roll	57
Name of registered person	Happy Bunnies Pre-School (Southampton)
Registered person unique reference number	RP905363
Telephone number	023 8044 3404
Date of previous inspection	20 May 2019

Information about this early years setting

Happy Bunnies Pre-School opened in 2008 and moved to the present premises in 2016. The pre-school is a committee-run group. It is in the Sholing area of Southampton. The pre-school employs 10 members of childcare staff. Of whom, all hold qualifications in childcare between level 2 and level 5. The pre-school operates from Monday to Friday, during school term-time only. Sessions are from 8.45am to 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Osman

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 manager, the lead practitioner and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo 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 lead practitioner.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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