Inspection of Bunnies Preschool (Great Ashby)

Great Ashby Community Centre, Stevenage SG1 6NH

Inspection date:	23 September 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

Children show that they feel safe and happy as they arrive. They are eager to get involved with the varied activities that are on offer. Staff gather a range of information from parents about children's care needs and prior learning during their settling-in sessions. They use this information to plan a meaningful curriculum around children's interests and developmental needs. Staff skilfully adapt their teaching according to children's differing abilities. Children rise to the challenge of independently threading and counting beads onto a pipe cleaner to create a bracelet. They form positive relationships with the staff. Children invite staff to join in with their play and smile with delight as they hold hands while walking around the garden.

Staff offer children reminders of expectations as needed, such as remaining seated while eating so that they remain safe and handling insects they find in the outdoor area with care. Children develop good physical skills. They negotiate space as they push themselves along on scooters and run and jump to pop bubbles outdoors. Children build the small muscles in their hands in readiness for writing as they use tools to explore making marks in flour. Children are confident individuals and thrive on carrying out responsibilities, such as ringing the bell to ask if anyone else would like to go to the toilet. This helps to build on their strong sense of self-esteem. The investigation area motivates children to explore conkers and learn why pine cones open and close according to the weather. Staff frequently sing to children, which motivates them to join in. Children learn about rhythm as they tap wooden claves in different positions to the beat of songs they sing.

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

- The provider implements an ambitious and well-sequenced curriculum for children. This focuses on meeting the individual cohort of children and their knowledge of families and the local community. Popular books are used over time, skilfully interwoven through planned activities. This helps children to build on what they know and can do, and it supports their love of books.
- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. Staff work closely with parents and other professionals to provide children with SEND targeted support plans to help them make the best possible progress. Any additional funding the setting receives is used to support children's individual needs.
- Staff know the children well and provide them with a range of activities that reflect their interests and introduce them to new knowledge. For example, children are creative and thoroughly enjoy sticking a range of materials, such as wool onto paper plates to create a caterpillar. Staff provide clear explanations of where wool comes from and how it can be used to knit blankets and other

items. However, on occasions, rigid routines, such as adult-led learning opportunities, prevent children from continuing to participate in the activities they are enjoying. This limits children from becoming deeply engaged in their chosen play.

- Staff patiently support children as they develop their independence. Children persevere at tasks, such as putting on their coat to go outside to play and clearing away their plates when they have finished eating a healthy snack.
- Children are beginning to build positive relationships with each other. For example, children respond to staff's encouragement to work as a team to join large bricks together to create a tower. Staff swiftly intervene when they identify children who display unwanted behaviour. However, they do not always help children to understand the reasons why some behaviour is not appropriate towards others to help prepare them to regulate their own behaviour.
- Partnerships with parents and other settings that children attend are a strength. There is a good two-way flow of communication. Parents speak with staff at drop-off and collection times. They also have access to written information and photos about their child's development through an online platform. Parents speak highly of the staff team; they describe them as 'very friendly'. Staff make the best use of information from other settings children attend to support their continuity of learning.
- The provider and staff are dedicated to their roles, and they work very well together and consistently reflect on their practice. They clearly understand the setting's strengths and areas for improvement, and they work diligently to create a welcoming environment. Staff supervision is used effectively to identify opportunities for ongoing professional development. For instance, staff recently completed training to enhance their support for children's communication and language skills. As a result, they now ask more open-ended questions to encourage children to practise their language. There is a strong focus on supporting staff well-being.

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:

- refine the routines of adult-led learning opportunities to enable children to continue with their chosen play
- support children to gain a better understanding of the impact their behaviour may have on others.

Setting details

Unique reference number	EY538657
Local authority	Hertfordshire
Inspection number	10355184
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	26
Number of children on roll	45
Name of registered person	Crossley, Rachel Anne
Registered person unique reference number	RP515776
Telephone number	07562 341 589
Date of previous inspection	20 November 2018

Information about this early years setting

Bunnies Preschool (Great Ashby) registered in 2016. The setting employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time. Sessions are from 9am to 3pm, Monday to Thursday, and from 9am to 1pm on Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector, provider and manager carried out a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the provider. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff at appropriate times during the inspection and spoke with children.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day.

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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