

# Inspection of Busy Bunnies Ashfield

The Summerhouse Childrens Centre, Clare Road, Sutton-in-ashfield NG17 5BB

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Inspection date: 13 May 2025

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they feel safe and secure in staff's care. When they arrive, staff greet children warmly and play alongside them. Some new children who are unsettled, receive support and comfort from staff until they feel confident to explore and investigate on their own. Children show an understanding of what to do when the routine of the day changes. For instance, when staff shake a tambourine, children stop what they are doing and join staff in singing a song about twinkling fingers. This helps to prepare children to listen to staff's instructions when they explain what will happen next, promoting positive behaviour.

Children with special educational needs and/or disabilities (SEND) are supported well by staff. Individual targets are identified and implemented by staff, such as providing one-to-one time to meet children's learning needs. Children are supported by staff to develop their imaginative play experiences. For instance, when they wear capes and want to be superheroes, staff ask them who they are going to save. Staff explain that a wooden train track other children play with has broken and they need help. Children are quick to react and fix the toy train track, showing kindness and being helpful to their peers. Children have opportunities to develop their mathematics skills. For instance, older children help staff to count the number of children present in a group. Staff help them to recognise shapes they draw on the ground.

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

- The leadership team have developed their understanding of how to manage confidential records about children. For example, these are now kept in separate files and securely kept in a locked cabinet.
- Staff focus their curriculum on supporting children's communication and language skills. This includes staff adapting their teaching to the different needs of the children. For example, staff ask older children questions that encourage them to think and respond in full sentences. For other younger children and those with SEND, staff use single words and name objects children play with.
- Staff are supported to build on their professional development. Recent training helps staff to support children with their language and understanding. For example, staff use sign language to help children with SEND to understand the words they use.
- Staff provide children with nutritious snacks to help promote healthy eating. Additional funding that some children received is used to purchase healthy foods that children can eat and use in their play. This results in children trying different foods and expanding their diet. Parents tell staff that their children eat more fruit at home.

- Children are invited to sit together to join activities staff plan for them. However, occasionally staff do not support all children to engage and focus during these times. Therefore, not all children fully benefit from the learning opportunities offered.
- Staff share information with parents about their children's day. They support parents with their children's learning at home, such as with their children's toileting needs and to develop a love of books.
- Staff help children to understand the rules and boundaries in the nursery. Children show an understanding of what is expected of them. They explain to staff that they need to use their listening ears, walking feet and kind hands. Children receive plenty of praise from staff, helping to raise their self-esteem. For example, when younger children group coloured chalk together and older children recognise the day of the week, staff give them a 'high five'.
- When children first start attending, they are invited to attend settling-in sessions. This helps them to become familiar with staff and the environment, promoting their emotional well-being. However, staff do not gather information about children's abilities from parents when children first start attending. Therefore, they do not have a full picture of children's all-round abilities to help them plan more precisely for children's learning from the outset.
- Staff support children to be independent. For example, they receive guidance from staff to hang their belongings on pegs when they arrive. Children pour their own drinks and place their cup and bowl in the sink when they have finished eating. Furthermore, children wash their hands prior to eating and understand why they do this. They explain to visitors that this will stop the germs from going in their snack.

## 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:**

- support staff during group times to engage and focus all children so they fully benefit from the learning offered
- gather and use information from parents about children's abilities when they first start, to help staff plan more precisely for their development on entry.

## Setting details

<b>Unique reference number</b>	2821666
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10403941
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Busy Bunnies Ashfield Ltd
<b>Registered person unique reference number</b>	2821664
<b>Telephone number</b>	07944964939
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Busy Bunnies Ashfield registered in 2025 and is situated in The Summerhouse Children's Centre, Sutton-in-Ashfield, Nottinghamshire. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three with level 3 and one with level 2. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 12 midday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how staff implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views about the nursery 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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