

# Bunny Hop Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	129016
<b>Inspection date</b>	28 August 2007
<b>Inspector</b>	Beverly Hallett
<b>Setting Address</b>	Evelyn Community Centre, 1 King Fisher Square, Clyde Street, Deptford, London, SE8 5TW
<b>Telephone number</b>	0208 691 7171
<b>E-mail</b>	
<b>Registered person</b>	Elaine Dampier & Natasha Louise Ricketts
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bunny Hop Day Nursery is a privately operated nursery. It opened in 1996 and operates from a community centre on Evelyn estate in the London Borough of Lewisham. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from two to under five years on roll. Of these, 11 children receive funding for early education. Children come from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs five members of staff. All of whom hold appropriate early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children make some healthy choices from a well planned and varied menu. Although meals are provided from an off site company, the nursery works closely with the chefs to ensure meals are tasty, nutritious and meet individual children's dietary needs. Children's confidence and self help skills are well supported as they serve themselves from the main serving table, choosing portion size and favourite vegetables with support from staff. However, the plastic plates and eating utensils are scratched and do not offer children a suitably hygienic surface from which to eat.

Children learn about personal hygiene through appropriate hygiene procedures. They know that they need to wash their hands when toileting and before eating and are reminded by staff when they forget. Children's health needs are appropriately met as positive action such as excluding sick children is taken when necessary.

Children benefit from a good outdoor area which offers opportunities to run, climb, and use a good variety of equipment to enhance their physical development. Children use space effectively and confidently develop large physical skills when using equipment, for example when climbing on the large plastic frame and pedalling tricycles, extending their movements and developing good co-ordination. Children are learning about the need for a healthy lifestyle through themed topics on healthy eating and playing with resources such as large plastic dentures and toothbrushes to practice dental routines.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children confidently explore a well organised and well thought out environment. Equipment is stored at children's level, encouraging children's independence and choice by allowing free access. All areas are bright and stimulating, offering children a wide range of activities to choose from throughout the day.

A very good range of toys and resources, which are of suitable quality are available to children both inside and out. However, many are becoming well worn, for examples jigsaws pictures are fading and peeling and books have bent corners. In addition, some areas of the building itself are not well maintained. In particular the floor covering in the toilets is cracked and peeling, and grout around the sinks is black, providing crevices where germs and bacteria cannot be effectively removed through normal cleaning routines.

Children can independently and safely access all play areas and the toilets, with free flow play being offered between inside and outside areas whenever weather permits. Their security is monitored closely by staff supervision, and high handles and locks on exit doors ensure security within the setting. Effective procedures are in place to evacuate children from the building in the event of a fire.

Children are protected from harm by suitable child protection procedures, therefore safeguarding children's welfare, although these have not been updated in line with recent changes. Clear action is taken to protect children from people who have not been vetted.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the setting, having fun and participating in an excellent range of activities. These are freely accessible to them and planned by knowledgeable and motivated staff, therefore developing children's decision making skills and social interaction. Children receive excellent levels of caring support from staff to capture and sustain their interest in the good range of activities, extending their learning in all areas.

Younger children's development is carefully monitored through clear observations, although these are not currently linked to the Birth to three matters framework.

Nursery education.

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage curriculum and clear planning ensures all children receive a balanced and varied range of activities to promote development in all areas.

Children are confident communicators, chatting happily to staff and explaining their actions and plans skilfully. For example when building with the blocks that they are only building up to knock it down later. They learn to represent letters and numbers with accurate marks and enjoy sharing stories with staff as a large group. However, older children are not linking sounds and letters when learning to read and write. Whilst staff talk to children about the letters of the alphabet and name them, they do not then sound the letter out phonetically.

Children use numbers effectively by counting and representing numerals and amounts through daily activities for example when setting the table. They match and sort shapes whilst using various toys and resources such as jigsaws, and whilst tidying away at the end of the session. Children are beginning to relate addition to combining two groups of objects, for example when playing with foam number mats staff encourage children to recite the two times table and to add simple numbers such as two plus three.

Children are developing positive self images and respect for people's similarities and differences as staff talk openly and honestly about how families and people are different, using posters and resources within the room to stimulate discussions and offer positive images. Children enjoy investigating a good range of natural materials. They learn about the natural world as they look at the giant snails, explore sand, water and soil in the garden. Children's thinking is extended by the effective use of questioning by the staff, who talk about what the snails eat and where their mouths are. Experiences in children's lives such as Birthdays are celebrated and recalled through discussion and children show their delight at the thought of future events. They have excellent opportunities to learn about a wide variety of cultures and festivals through regular themed topics. Children have good access to computers and have opportunities to explore the natural world using magnets, magnifying glasses and insect viewers.

Children enjoy being creative and confidently access the art and craft materials, musical instruments and dressing up clothes. They freely represent using a good range of materials and media accessible to them throughout the day. They also create pieces of work with some individuality based on staff planned activities.

Children's overall development is well planned for and a varied curriculum is based on adult initiated topics and children's interests. Observations are used to create general summaries of children's development in each learning area. Children's observed actions show that they have

good levels of skills and knowledge, such as pre-reading and number skills, however, the systems for record keeping do not clearly show how children are making progress through the stepping stones towards the early learning goals.

### **Helping children make a positive contribution**

The provision is good.

Children make choices and decisions for themselves by selecting resources independently, taking themselves to the toilet and choosing what foods to eat. They are developing respect for people's similarities and differences as they see around them a very good range of toys and resources which offer positive images of diversity. Children openly share experiences, demonstrating a good sense of community amongst their peers.

Children with learning difficulties are supported well by the staff team. Their progress is monitored carefully, with additional support and guidance from parents and professionals who regularly visit the nursery. This support is used effectively to ensure all children are supported in their development.

Children's behaviour is very well promoted by staff's behaviour management strategies. Unacceptable behaviour is minimal and children are encouraged to talk to each other and explain their feelings rather than shout at each other.

Children's spiritual, moral, cultural and social development is fostered.

The partnership with parents is good. Parents develop close relationships with staff, regularly sharing relevant information about children's development and care, therefore promoting the children's continuity of care.

Parents contribute to the planning for children's development by informing staff of children's current interests and sharing special occasions which happen at home. Staff use this as part of curriculum planning, which ensures that children are receiving a curriculum that is relevant to them and their families, however, the systems for record keeping means that it is difficult to communicate children's progress towards achieving the early learning goals to parents. Parents receive good information about events and daily life in the nursery. There are displays and information boards explaining how activities offered in the setting are linked to the Foundation Stage curriculum and sharing the setting's ethos and procedures with parents. Parents are encouraged to visit the nursery frequently, helping out in the setting and sharing celebrations.

### **Organisation**

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides.

The leadership and management system is good. Children make good progress towards the early learning goals as staff are clear about their roles and how to support children's interests and development. Staff meet regularly to plan for children's progress, ensuring all children's needs are catered for and providing opportunities for all staff to share ideas and concerns.

Effective recruitment and training procedures are followed to ensure staff are suitably qualified to care for children. Staff's training needs are identified by management and staff attend a

wide variety of workshops run mainly by the local early years team in order to meet those needs and ensure continued development within the setting.

Children's records are regularly updated to ensure children's welfare is continuously promoted, and are kept secure and confidential. The complaints procedure is made available to parents and a complaints log is kept to record any issues and how they were resolved.

### **Improvements since the last inspection**

At the last inspection the setting was asked to improve health and safety for the children. All attendance records are now completed to a good standard and there is a clear policy to protect all children from possible cross infection from illness. Meal times provide a very positive social experience for children as adults sit and chat with children as they eat. The setting has greatly increased its selection of books available to children and there is now a cosy area where children can choose to look at books alone and with an adult. However, the setting is still working on improving opportunities for children to match letters and sounds.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all toys, resources and in particular eating utensils are well maintained and kept in a hygienic condition
- ensure the building is well maintained in particular the toilets and flooring

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase children's opportunities to match sounds and letters

- develop record keeping systems to clearly identify the stage of development children are at and further support planning for individual next steps

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)