

# Bunny Hop Day Nursery

Inspection report for early years provision

---

**Unique reference number** 129016  
**Inspection date** 02/06/2011  
**Inspector** Mary van de Peer

**Setting address** Evelyn Community Centre, 1 King Fisher Square, Clyde Street, Deptford, London, SE8 5TW

**Telephone number** 0208 691 7171

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bunny Hop Day Nursery is a privately owned nursery and opened in 1996. The nursery operates from a community centre on the Evelyn estate in the London borough of Lewisham. A maximum of 20 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 30 children in the early years age group on roll. Children come from the local area. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs five members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority's Children and Young People Development Team. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very safe and secure environment where all children are making good progress in the Early Years Foundation Stage. The provider has clear safeguarding procedures in place which promotes children's safety and well-being. Every child is able to enjoy and benefit from the wide range of activities and experiences made available. Practitioners effectively and actively promote equality and diversity. Overall, engaging with parents and the partnerships with other organisations also supporting individual children, are being successfully maintained. The effective use of reflective practice is helping both management and practitioners identify the setting's strengths and priority areas for improvement and development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- explore ways to further encourage parents to become involved in their children's development and learning, consider recording this information to help ensure continuity
- establish a process for recording relevant information relating to the care and learning of children where other professionals and childcare settings are involved.

## **The effectiveness of leadership and management of the early years provision**

The provider has developed and implemented effective and clear procedures to ensure all children are safeguarded. Managers and some practitioners periodically attend local safeguarding children training. This helps ensure the provision has up-to-date procedures and is able to act quickly and efficiently to protect children. Recruitment procedures are robust and these help make sure practitioners are suitably qualified and experienced to work with children. Regular staff monitoring and appraisals make sure the suitability of all staff is an ongoing task. Risk assessments covering health and safety both on and off the premises are regularly carried out and recorded. All the required documentation, including records, such as accident and medication administration information and written policies and procedures, is well kept. Several staff have attended recognised first aid training and this is updated every three years.

The management have implemented effective self-evaluation processes, which helps ensure their provision continues to improve. Everyone involved in the running of the nursery is committed towards ongoing improvement and the recommendations set at the last inspection have been addressed. The staff work very productively together as a team and are committed to building on the improvements and achievements they have already made. For example, the development of a well-equipped outside area allows children to free flow in and out doors. The clear and easy to use observation and assessment system identifies each child's learning needs and their next steps. Regular team meetings are held to discuss and review what has been achieved. Strengths and priority areas for improvement are identified, as well as how care and learning experiences for children can move forward. Recent changes include re-organisation of the layout of the nursery and the purchase of some new resources, enhancing both indoor and outdoor play opportunities. Practitioners deploy themselves very well and are always nearby and quick to respond to the children's needs and requests. The provision is well supported by outside professionals, including support staff and health advisors from the local authority. Staff are actively encouraged to attend additional training. All of this helps to successfully promote children's progress and development.

Equality and diversity are a fundamental bedrock to how the setting promotes care and learning. The community centre where the nursery is based is used daily by people from a variety of different cultures and backgrounds. The practitioners make sure this is a learning experience for children and activities such as singing and celebrations are regular joint ventures. All children are included in all activities and practitioners ensure the younger children are included equally. This results in all children being able to learn how to respect and value all members of today's society.

Parents confirm that their children really enjoy their time spent at the nursery. A welcome pack is provided for all parents, this is currently being reviewed to ensure it contains relevant and up-to-date information about the setting. Policies and procedures are available for viewing and copies can be made on request. This

helps parents understand what is provided for their children. However, input and relevant development information about individual children's progress from parents and other child carers is not currently recorded. An open door policy means parents can speak to staff on a daily basis, enabling them to establish how their children are progressing. Children's folders, containing observations made and the outcomes under the learning areas are available for parents to view at any time. Overall, this helps to provide every child with excellent continuity of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children have an enjoyable time at the provision. They arrive happy and eager to participate. They show a good degree of independence but feel safe and secure enough to be able to approach staff for help and comfort when they want. They achieve well because they use a wide range of well-planned, interesting activities. Children role play in a well-equipped home area, learning to use a selection of real utensils. The children can also extend this area if they want to set up a shop, for example. Children use lots of craft and mark-making resources, practitioners make sure they provide the materials to create scenes such as the Arctic, with snow and ice. Children find the animals who live there. This develops their imagination and creativity skills. There are puzzles and construction toys to develop their problem solving and numeracy skills. Children can operate all sorts of equipment, including the computer, competently. They enjoy the book area and enjoy stories being read to them. A wonderful range of story sacks help bring the tales to life for the children as they act them out. This promotes their confidence and self-esteem. Children learn skills for the future. Children readily enjoy large group time for singing and making music with a range of musical instruments. Physical activities are used both indoors and out and children are happy to free flow around the room and outside, choosing and selecting activities for themselves. The computer and programmable technical toys offer opportunities for children to explore and learn using information technology and the compact disc player enables children to relax and listen to music.

Children's development records show they are making good progress towards the early learning goals. Staff carry out initial assessments of children with their parents. Information is obtained on the children's likes and dislikes. Observations are carried out on the children to enable staff to ascertain the levels of children's abilities over the six areas of learning. Staff are able to assess children's achievements and identify their next steps to help them move forward. Activities are planned for individual children by being added to the main planning and discussed at staff meetings. Observation records are well maintained. They contain some photographs of the children as well as examples of their work. Parents can access these records whenever they want.

Children choose when to eat at the small snack bar. They receive nutritious food with a choice of fruit and vegetables, milk and water. They often help to prepare snacks and lay tables with staff. Children begin to understand about the affects of

physical exercise on their bodies as they discuss how they feel with staff. For example, taking rest periods after lunch and applying sun creams in hot, sunny weather. The nursery provides a hot lunch and this is well balanced. Children are also aware of the provision's personal hygiene procedures and observe them the majority of the time with some reminders from staff. Children's safety is given high priority and the premises are secure. Most members of staff have been with the nursery for a long time and this creates a consistent environment, helping children feel safe for their time spent at the nursery. Children are confident and become socially aware. All activities help children develop skills for their future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met