

Bunnytots Pre-school

Inspection report for early years provision

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Inspection date 10/06/2011
Inspector Andrew Clark

Setting address Winyates Primary School, Winyates, Orton Goldhay,
PETERBOROUGH, PE2 5RF

Telephone number 01733 394364

Email

Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Bunnytots Pre-school has been operating for many years and opened under its present management in 2007. All children share access to a secure enclosed outdoor play area. Children attend from the local area.

It operates from a purpose-built room in Winyates Primary school, Peterborough. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3.30 pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend at any one time. They also offer care to children aged over five years. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They provide funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bunnytots Pre-school is an inclusive setting and all children make good progress in their learning and development. Children enjoy a wide range of play opportunities, both indoors and outside, which generally cover all aspects of learning well. Outcomes for children are good, with priority given to ensuring children's safety and well-being. The manager is well organised and provides clear leadership. Staff are well trained and all are enthusiastic in their roles. There is a good partnership with parents, carers and other professional and, overall, the setting has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the outdoor area to create a 'number rich' environment and provide a wide range of number resources to encourage children to be creative in finding and solving problems
- increase opportunities for children to use information and communication technology resources in their play.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good. Staff training for all aspects of protecting children's well-being is regularly evaluated and refreshed. The setting

has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the setting's work. There are good procedures for the administration of medication and recording accidents and injuries. All records are well maintained and securely stored. Risk assessments are thorough and cover all aspects of the learning environment. Staff know and understand their roles well and protect children's welfare effectively.

The efficient organisation of the setting contributes well to the children's welfare and the good progress they make. The manager sets a clear direction for continuous development. The setting makes good use of the support of the Pre-School Learning Alliance and the quality assurance scheme to set high expectations for all aspects of the Early Years Foundation framework. As a result, staff are reflective and ambitious for the setting. They have good levels of qualifications for their roles and are keen to build on them. Self-evaluation is accurate and well informed by the views of staff, parents, carers and children. Regular staff meetings and appraisal discussions provide good opportunities for the team to share their experiences. Staff are well trained and efficient in identifying any barriers to children's success and use specialist support agencies well to overcome them. Equality and diversity are promoted well and all children access the full range of activities the setting provides. As a result, children are well supported to make good progress.

There are good partnerships with parents and carers and they are enthusiastic about the care and support the setting provides for their children. They receive regular information on their children's progress and ways in which they can support their learning at home. The setting provides important information on the children's heritage language when appropriate. The attractive entrance way is used well to provide information on daily activities and the Early Years Foundation Stage. The setting has a good partnership with the host school, which contributes to the good quality of the setting's provision, particularly the accommodation.

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

Children are very independent and quickly develop high levels of self-confidence. The skilled staff provide a calm but very stimulating environment through the very good use of vibrant and exciting resources to promote learning and to engage children in decision-making. Examples of this are the realistic home corner and the exciting role play pirate ship. Children's positive contribution is excellent as a result of staff's calm, yet enthusiastic approach. Children make good progress overall in the development of their skills for future learning but opportunities to use computers and other modern technologies are underdeveloped. The setting encourages children to have a sense of adventure and children move freely between activities indoors and out. For example, they love working with knives when preparing 'snacks' in their realistic home corner and using hammers, nails and other tools in their woodwork. Children feel safe and well cared for throughout these activities and know they can approach staff at any time. They have a good

understanding of safe and unsafe situations and respond well to clear rules and guidance. They suggest putting on the goggles when working in the woodwork area, for instance. Children are inquisitive and enjoy exploring the natural world. They plant, dig and harvest simple crops in the garden areas, hide in their wicker wigwam and clearly enjoy themselves. Children's literacy and numeracy skills are generally promoted well through songs, puzzles and games. There are opportunities for early writing and counting skills, which they select themselves. They take a pride in reading and writing their own names. These skills prepare children well for their future learning. However, the use of problem solving and number displays in the outside area is not as well established.

Adults participate well in children's role play to increase their understanding and extend their vocabulary. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. They investigate the different countries that several families are from. The development of children's healthy lifestyles is good. Staff are well informed and trained in food hygiene. The family snack time ensures children are fully involved in making decisions about their own snacks and develop good habits and social skills. They are developing good personal hygiene practices as they wash their hands before eating and after their play. Drinking water is also constantly available. There are good opportunities for children to climb, roll, run, jump and dance. There are also well planned areas for children to relax and pursue quiet activities during their busy days. As a result of the good quality of the provision, the needs of individual children are met well.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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Outcomes for children in the Early Years Foundation Stage

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

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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