

# Bunny Hop Day Nursery

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

<b>Inspection date</b>	03/07/2013
Previous inspection date	02/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- The nursery is well-resourced and attractive for children both indoors and outdoors, which encourages them to explore all activities provided.
- Appropriate systems are in place to observe and record children's development in order to plan to meet their individual needs and help children make progress in their learning.
- A sufficient system for self-evaluation is in place, which highlights the nursery's strengths and areas for development and includes the views of staff, parents and children.

### It is not yet good because

- Staff designated to oversee safeguarding in the nursery in order to keep children safe from harm, are not knowledgeable of the nursery's safeguarding policy and procedures. This does not effectively safeguard children.
- Staff do not always implement the nursery's behaviour management policy and procedure well, which means there are inconsistent approaches between staff, and children do not always receive clear messages.
- Staff miss some opportunities to provide challenges for children in order to fully extend their learning and develop their independence. This is because some staff spend lengthy periods of time supervising children outdoors and are not involved in their play
- Some everyday routines, for example, mealtimes, are not well organised, which means that staff do not encourage children's independence at these times and children do not

always benefit from a calm atmosphere.

### **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector held a meeting with two assistant managers and the provider.
- The inspector observed children taking part in activities both indoors and outdoors.
- The inspector gained the views of staff and children.
- The inspector viewed a sample of children's development records.
- The inspector viewed a sample of policies and procedures.

### **Inspector**

Sarah Moore

## Full Report

### Information about the setting

Bunny Hop Day Nursery is privately owned and opened in 1996. The nursery operates from a community centre on the Evelyn estate in the London Borough of Lewisham. 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 33 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs nine members of staff, all of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. They provide free early years education to children aged three and four years.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the nursery's designated safeguarding officer is knowledgeable of the nursery's safeguarding policy and procedures in order to ensure they respond to concerns appropriately, to ensure all relevant agencies are contacted when required and, to ensure all staff are aware of their role and responsibilities to effectively safeguard children
- ensure all staff understand and implement the nursery's behaviour management policy and use consistent approaches when managing children's behaviour
- provide consistently challenging experiences for children to support all children and to extend their learning, by providing a balanced mix of planned adult-led activities and child-initiated play indoors and outdoors.

#### To further improve the quality of the early years provision the provider should:

- enhance the structure of everyday routines, for example at meal times, to provide a calm and organised environment and promote children's independence skills.

## Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Staff provide a sufficient range of activities and resources for children to explore, which cover the required areas of learning within the Statutory Framework for the Early Years Foundation Stage. For example, children concentrate as they use paintbrushes and printing stamps to make patterns on the art easel in the garden. They use good physical control to move the brushes and printing stamps across the paper to experiment and mix different colours together. Children have fun in the comfortable book area, reading stories to each other, and wait patiently until it is their turn to choose the book and tell the story. They enjoy group-singing time as they practise singing loudly and quietly and take part in jumping up and down to action songs. Some staff appropriately extend children's learning during play. As children play with the space rocket, they say, 'We are going into space' and they lift the rocket up high. Staff sing, 'Zoom, zoom, zoom, we're going to the moon'. They ask questions such as, 'Can you remember what the astronaut does?' and children respond 'Yes, they drive the spaceship'. However, some staff do not consistently provide challenges for children to extend their learning. This is because they focus on supervising children, rather than joining in with their play and discussions, in particular, when children are playing outdoors and during lunchtime when children are sitting in small groups. Also, some staff do not support children to develop positive relationships with others. This is because children who display inappropriate behaviour are not always given clear explanations of how their behaviour affects other children and makes them feel.

Staff are knowledgeable of individual children's abilities and generally plan appropriate activities to help them progress to the next stage in their learning. For example, staff provide role play activities involving dolls and potties to encourage children to practise their new toileting skills during imaginary play. This supports their personal development and confidence in their own ability. Satisfactory systems are in place to observe and assess children's learning. Development records contain photographs, examples of work and written observations. These show all children, including those who are learning English as an additional language, are making some good progress in their learning and are developing within the expected stage for their age. The nursery works suitably with parents to involve them in their child's learning and support them to make progress.

### **The contribution of the early years provision to the well-being of children**

The environment is stimulating for children, which encourages them to want to come in and play. They have their own peg with their photograph, which gives them a sense of belonging. The nursery is set out into different areas of learning, with resources labelled and displayed interestingly both indoors and outdoors. Children are encouraged to choose what they would like to play with and if they would like to play inside or outside. This supports their individual interests and their confidence to be able to make decisions. When children join the nursery staff help them to feel safe and secure as they settle in. Staff give spontaneous cuddles to children when they need reassuring to support their emotional needs. Children develop close relationships with familiar staff who support them as they develop independence and manage their own personal care needs, such as using the toilet and washing their own hands. However, during large group times, such as lunchtime, staff do not fully support provide children with opportunities to develop their independence. This is because staff are quick to serve children's food and pour their drinks for them, rather than allowing them time to practise these skills themselves.

The nursery supports children to be healthy. Water is available for children to independently access when they are thirsty and milk is available on request as an alternative. Children eat healthy snacks such as fruit and are provided with a balanced, cooked meal for lunch. They enjoy foods such as pasta and a choice of fruit or pastry for dessert. Staff encourage children to think about how food makes them feel. They say, 'Wow, that's your second bowl. Does your tummy feel really full now?' and, 'Remember to eat it slowly, otherwise you may get pains in your tummy'. Children use two outdoor play areas, which provide them with opportunities to play in the fresh air. In the larger outdoor area children use their large muscles and get regular exercise by climbing on the apparatus and running freely in the large space.

There is a suitable written procedure in place to manage children's behaviour. However, not all staff follow the procedure correctly, which means children do not have clear boundaries and some behaviour is managed ineffectively. This means that some children do not receive explanations about their unwanted behaviour. This has a negative impact on the well-being of children who are affected by other's unwanted behaviour. During some structured times, such as lunchtime, staff do not lead by example to encourage positive behaviour. For example, at the end of lunchtime as children are waiting their turn to leave the table and wash their hands, some staff are busy clearing away lunch and supervising the bathroom. Remaining staff do not sit with the children to occupy and guide them during this time. This results in children wandering around, noise levels rising and staff repeatedly telling children to 'sit down'.

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

The inspection took place following concerns raised about the nursery to Ofsted, regarding safeguarding and the supervision of children. The inspection found that, while staff are generally knowledgeable about the procedure to follow in the case of a child protection concern, the designated safeguarding officer, who oversees child protection concerns and any allegations against staff, does not have suitable understanding of the correct procedure to follow if allegations are made against a member of staff. This means that children may not be appropriately safeguarded. Also, while there is an appropriate written behaviour management policy in place, this is not consistently implemented by staff as they are not fully aware of its contents. This results in inconsistent management of behaviour. There are suitable systems in place to record and manage any accidents that children have in the nursery. Medication procedures are in place and understood by staff, in order to promote children's well-being. Several members of staff have undergone paediatric first aid training, to treat children appropriately in the case of an accident.

The providers, one of whom manages the nursery, have a generally sound knowledge and understanding of the safeguarding and welfare, and learning and development, requirements within the Statutory Framework for the Early Years Foundation Stage. The nursery has sufficient policies and procedures in place, which support staff to carry out their roles and responsibilities, although some are not always implemented appropriately.

Adequate systems are in place to ensure staff are suitable. Recruitment procedures include all required checks, including appropriate vetting checks for staff, and confirmation of relevant qualifications or knowledge. For example, staff who prepare meals have an appropriate food hygiene certificate and senior staff have a minimum of a relevant level 3 early years qualification. New staff receive an induction with the manager and are linked with an experienced staff member for support.

Satisfactory systems to monitor the planning and assessment of children's learning are in place. The manager and assistant manager provide support for staff as they observe and record children's progress. This creates open communication between staff and quickly identifies any children who are not making the expected level of progress. The nursery operates a termly staff appraisal system in order to monitor staff practice and enhance their skills, however, some staff lack knowledge of the nursery's policies and procedures. Staff have opportunities to develop their professional skills by attending training courses. The nursery manager has recently completed a foundation degree in early years and three staff are working towards increasing their qualification to level 3.

Partnerships with parents and other professionals are sufficient in order to support children's individual needs and help them make good progress. Parents are encouraged into the nursery to discuss their child's day and they have access to their child's development file to involve them in their learning. There is a suitable procedure in place for reporting, investigating and responding to any concerns raised by parents. The nursery works together with the local authority early years team to make improvements to the nursery. Partnerships with children's services and other specialists, such as speech and language therapists are in place to help staff support individual children. The process for self-evaluation within the nursery includes the views of staff, parents and children. As a result of this process, improvements have been made which have further developed the layout of the environment, the storage and labelling of resources and equipment and the development of clearer roles for senior staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	129016
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	922720
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Elaine Dampier & Natasha Louise Ricketts Partnership
<b>Date of previous inspection</b>	02/06/2011
<b>Telephone number</b>	0208 691 7171

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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