

# Bunny Hop Day Nursery

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



<b>Inspection date</b>	14 February 2019
Previous inspection date	22 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The provider, who is also the manager, does not fully monitor or track the progress of different groups of children. This means she does not always know where gaps may be in children's learning.
- Staff do not clearly summarise children's progress and development between the age of two and three years for parents.
- The manager does not support staff to identify further training opportunities to develop their teaching skills.
- Some staff miss opportunities to encourage children's awareness of counting, quantity and measure, to further develop their early mathematical skills.
- Staff do not effectively identify children's starting points in their learning, and assessments do not consistently show the progress children make from when they first start.

### It has the following strengths

- Children settle quickly and behave well. They have a secure sense of identity and belonging. For example, children recognise their pictures to help them know where to hang their coats, and they make good attempts to draw a self-portraits.
- Parents speak very highly of the care children receive. They say the nursery is like home from home, and it has a real community feel.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop systems to monitor children's learning, including monitoring the progress of different groups of children, in order to identify any gaps in children's learning.	29/03/2019

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

- use information from the progress reports completed when children are two years old to provide parents with a clearer summary regarding their child's key areas of development
- provide staff with more opportunities to develop their professional skills so that the quality of teaching is good or better
- make the most of all opportunities to extend children's understanding of counting, quantity and measure
- strengthen systems for assessments, including the required progress check for children at the age of two years, to show their progress over time.

### Inspection activities

- The inspector toured parts of the premises used for childcare with the manager.
- The inspector viewed documentation, including children's records, risk assessments and accident and incident records, and checked evidence of suitability for all staff.
- The inspector completed a joint observation with the manager and assessed the impact of the quality of teaching and learning.
- The inspector spoke to children and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

**Inspector**  
Jane Morgan

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager does not fully check systems to monitor children's learning and development from their starting points. She acknowledges that systems are in the very early stages of development and where improvements must now be made, in particular to ensure that gaps in achievement between different groups of children are analysed and closing quickly. The manager and staff understand their responsibility to report any concerns they have about a child's welfare, and the local reporting procedures. They know what to do if an allegation is made and how to follow whistle blowing procedures to report their concerns. Safeguarding is effective. Staff and parents say their views are welcomed and valued to identify further improvements. The manager uses additional funding well to improve outcomes for children, such as creating a large outdoor role-play area to support children's imaginary play.

### Quality of teaching, learning and assessment requires improvement

Tracking of children's development lacks rigour, and assessments are not detailed enough to identify gaps in children's learning and development. Overall, staff promote children's early mathematical understanding. For example, they help children recognise different shapes. However, during some activities, staff do not use opportunities to develop this further. The manager and staff encourage children's speech well by creating plenty of opportunities for them to share their stories. For example, children talk enthusiastically about trips to the dentist and their journey to nursery. Children benefit from many activities to develop their physical skills. Staff assess risk without compromising challenge. They supervise children well outdoors, as older children eagerly climb a climbing wall and staff encourage younger children to use a range of wheeled toys.

### Personal development, behaviour and welfare are good

Despite weakness in assessment systems, children are motivated and eager to learn. All children form positive relationships with their key person. Staff respond sensitively to less-confident children to support their emotional well-being. Children play very well together and enjoy each other's company. For example, older children laugh and giggle as they play hide and seek. The manager and staff help all children to stay safe, for example in the event of a fire. The manager and staff promote equality and diversity well. They display a variety of positive images and provide many experiences and activities to successfully promote children's family background and their community.

### Outcomes for children require improvement

The progress children make over time is not always clear because of weaknesses in assessment systems. Overall, children learn essential key skills for future learning and their eventual move to school. Older children independently put on their coats and younger children make good attempts with limited support. Children use the toilet independently, and staff work well with parents to help toilet train younger children. Children enjoy making biscuits as they patiently share and take turns with utensils. All children are enthusiastic, keen and busy learners.

## Setting details

<b>Unique reference number</b>	129016
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10064561
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Natasha Ricketts and Elaine Dampier Partnership
<b>Registered person unique reference number</b>	RP905178
<b>Date of previous inspection</b>	22 April 2016
<b>Telephone number</b>	0208 691 7171

Bunny Hop Day Nursery registered in 1996 and is located in the London Borough of Lewisham. The nursery is open each weekday from 8am to 6pm, all year round. Both managers hold appropriate qualifications at level 5 and level 3, three staff hold qualifications at level 3 and one holds a qualification at level 2. The provider is in receipt of funding to offer free early education to children aged three and four years.

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.

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