

Happy Little Bunny Nursery

Cranmer Hall, Sylverdale Road, Croydon, CR0 4LD

Inspection date

Previous inspection date

25/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are well behaved and play well together. This is because staff use good behaviour management strategies.
- Parents have good relationships with staff and are welcomed into the setting. This means that children receive effective support for their learning, which contributes to their good progress towards the early learning goals, taking into account their individual starting points.
- The staff know their roles and responsibilities well, and are fully aware of procedures to keep children safeguarded.
- The manager is a good role model and strives to provide good outcomes for all children.

It is not yet outstanding because

- Occasionally the organisation of whole group activities does not fully engage all of the children. This slightly reduces opportunities for all children to be involved in a purposeful learning experience.
- Routines at snack and lunch time do not encourage children to fully develop their self-help skills.

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 spoke with several parents and took their views into account.
- The inspector observed staff and children during their play.
- The inspector sampled children's folders.
- The inspector held discussions with the manager at appropriate times during the inspection.
- The inspector looked at a wide range of documents including risk assessments and safeguarding procedures.

Inspector

Petra Myatt

Full report

Information about the setting

Happy Little Bunny Day Nursery (Croydon) registered in 2013. It is a privately owned nursery located within the London Borough of Croydon, in south-east London. The nursery operates from a single-storey building. There is an additional baby unit and an outside play area. The nursery is open from 7.30am to 6.30pm for 50 weeks of the year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery can provide care for children with special educational needs and/or disabilities and children who are learning English as an additional language. It has employed six members of staff, of whom three are qualified to level 3, and this will increase to 14 as the numbers of children grow. The nursery also employs a chef and a cleaner.

What the setting needs to do to improve further

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

- review the organisation of some group activities, such as circle time, to fully include all children
- review snack and lunch time procedures, to provide more opportunities for children to develop their self-help skills, for example by selecting their own fruit, pouring their drinks and serving their own food.

Inspection judgements

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

Staff are knowledgeable about children's care and education. Consequently, they provide a wide variety of activities to challenge children and motivate them to learn. They also provide parents with useful information to support children's home learning. Parents spend time with staff during the gradual settling-in sessions. Information gathered during this time helps staff to know children's likes and dislikes, and to form positive relationships with them. Staff swiftly identify children who need extra support and take effective steps to provide the help needed to meet each child's needs. Systems for assessing children's progress are very secure. Staff know children well, which helps them to make good progress, including children who are learning to speak English as a second language.

Resources are plentiful, clean and presented well for children to self-select. Literacy is supported well because resources are clearly labelled with pictures and words. Displays at low level enable children to see the names of animals, or which foods are part of a healthy diet. Staff use a wide range of songs to help children learn what is coming next in the day;

for example after breakfast, children hear staff singing, 'Now it's time for circle time, circle time'. Staff have worked hard to embed these routines because all children are new to the setting and some understand little English. They make good use of songs that have repetitive phrases, to help children recognise words in a playful way.

Children are listened to and valued. When children request resources such as long sticks in the garden, staff go out of their way to put these into the environment. Many children like to initiate their own play and staff interact well with them, providing a good balance of adult-led and child-initiated activities. However, occasionally, the organisation of some large group activities does not encourage all children to participate fully. Children explore different media, for example drawing with pencils, felt pens and chalk to create individual pictures, which they proudly display on their own low-level board. There is a good mix of manufactured and natural resources. Objects such as corks, dried seed pods and shells are available to explore with magnifying glasses and stimulate children's sense of touch. Staff encourage children to describe what they are doing, which helps to extend their vocabulary. Children learn the effects that physical activity have on their bodies as they are jog in a circle, singing, 'We're going to the zoo, zoo, zoo'. As the children and staff tire, they feel their hearts, agree they are tired and get a drink to replenish their bodies.

The outdoor environment is as stimulating as the indoor one. Physical development is supported as children use the large garden to run, jump and climb on apparatus. They learn how to control their body movements as they play games such as Hockey Kockey, which they greatly enjoy. The garden has shade to protect them from the sun. Staff ensure the children are not too hot and children readily serve themselves a drink of water. Staff encourage good behaviour when a child begins to throw a plastic bottle. They remind the child that he could hurt his friends and then demonstrate how the bottle can be used in the water trough. When two children want the same bottle, staff prompt children to use the words 'Your turn, my turn'. This is an effective strategy to help children to learn to share.

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

Staff create a relaxed and fun-filled time for all the children. Key persons work closely with parents before the child starts by gathering a good range of informative details about the children's learning and development, as well as their care needs. Key persons spend time discussing with parents and recording children's overall needs and starting points. Children settle quickly because staff have good attachments with children, who eagerly greet their key person when they arrive at nursery. Parents spoken to commented that their children have settled quickly; they have also noticed improvements in their children's learning and development such as sharing, potty training and knowledge of the days of the week. Children are supported well when a new sibling is born, as staff read stories about new babies to help them celebrate the new arrival to their family.

Children are happy and eager to play when they arrive. They confidently approach visitors and engage in conversations. This shows they feel very secure. Staff know their key children well, including what they need to help them learn and develop. The environment

is welcoming and fosters children's independence overall, as well as their cooperation. For example, children happily play by themselves with resources that interest them and they play cooperatively in group activities.

Nappy changing and toileting are fun times as staff sing to the children as they accompany them to the toilet area. A bi-lingual staff member sings in French and in English as she changes a nappy. The toilet facilities are clean, with good facilities to wash hands. Toilets provide good privacy for children while still allowing adults to supervise them. Children understand the importance of hand washing as a child tells the inspector that she uses soap to wash her hands before she eats food. Good hygiene is promoted throughout the day; for example tables are wiped clean with an antibacterial fluid before each meal is served and staff use gloves and aprons when serving food. Meals are cooked freshly on the premises and are nutritious, balanced and attractively presented. However, staff miss opportunities at meal time to enhance children's self-help skills, for example by encouraging them to pour their own drinks and serve their own portions of food.

Staff support positive behaviour well by quickly reminding children that their actions could hurt others. This helps children to understand the feelings of others and the consequences of their actions. Staff show children how equipment can be used to distract unwanted behaviour. Children have good opportunities to learn about safety; for example they participate in regular fire evacuation drills. This helps them to understand what to do if they need to leave the building quickly.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. The manager has robust procedures in place to ensure all staff understand how to safeguard children. New staff take part in a good induction process, which includes undertaking safeguarding training within two days of starting employment. This means all staff are confident in following the nursery's safeguarding procedures. They understand how to protect children as well as themselves in the event of an allegation or other child protection concerns. There are good risk assessment systems in place to ensure the environment is safe for children to play in. This means children play in a safe environment and hazards are kept to a minimum.

The manager and staff work closely to implement improvements to the nursery. They reflect on their practice in the self-evaluation document, which the manager regularly updates with goals for the nursery to achieve. The manager actively seeks the views of parents and children to provide a fully inclusive service. Parents are given good information to support home learning; this means children have continuity in their learning to strengthen what they have learned at the nursery. Regular meetings and staff appraisals ensure that staff receive support in continuing their professional development, through effective identification their training needs. The manager uses her knowledge and passion to act as a good role model for staff. As a result, children benefit because staff are shown how good practice enhances children's learning and development.

The nursery staff work closely with parents to develop a strong partnership and enhanced outcomes for children. Children who are learning to speak English as an additional language or who have special educational needs are supported well because the team obtains relevant and useful information to support the needs of all children. Where necessary, the nursery takes swift action to gain extra support for children, to close gaps in their learning. The good systems for observation and assessment help to ensure that all children make good progress in their learning.

The manager is forward thinking; she has made good links with the local school and has begun to implement strategies to support children when they progress into school life. This helps children to understand and manage transitions in their lives, and supports continuity of care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY469397
Local authority	Croydon
Inspection number	943840
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	23
Name of provider	Happy Little Bunny Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07887580982

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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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