

Funny Bunnies Pre-School

Milton Park Primary School, Milton Park Road, WESTON-SUPER-MARE, Avon, BS22 8DY

Inspection date

09/01/2013

Previous inspection date

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

- Communication, language and literacy is effectively promoted with listening games, stories and positive interaction with staff.
- Parents are effectively involved in children's learning through a book loan system, displays of photographs of parents reading with their child at home and through parents' evenings.
- Staff understand the differences in the ways boys and girls learn so they meet their individual needs very well.
- Children develop their creativity and imagination through fun role-play props and a wide range of interesting art materials. Activities, displays and toys are exciting and stimulating, both inside and outside.

It is not yet outstanding because

- Some small group activities are not effectively planned to meet the needs of children with differing abilities, for example, by being sufficiently challenging for more able children.
- Some students are not engaged with children and lack direction from staff; students' induction does not include participating in fire evacuation drills.
- Information relating to children's individual dietary requirements is not held confidentially.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector talked to the owner/manager, deputy and parents.
- The inspector observed activities inside and outside, as well as carrying out a tour of the premises.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the safeguarding and welfare requirements through looking at documentation and discussion with staff.

Inspector

Sara Bailey

Full Report

Information about the setting

Funny Bunnies Pre-School registered in 2012. It is a privately owned pre-school, which operates from a separate building on the Milton Park Primary School site in Weston Super Mare, North Somerset. There is one large play room, with its own bathroom and kitchen facilities. There is an enclosed decking area for outside play, as well as shared use of the school grass area. The pre-school is registered on the Early Years Register. They currently have 35 children on roll aged between two and four years of age, who attend for a range of sessions. The pre-school supports children with special educational needs and/or

disabilities and children who speak English as an additional language. The pre-school receive funding for the provision of free early education to children aged two, three and four years. They are open from 9.00am to 3.30pm Monday to Friday, term-time only. The owner/manager, deputy and one other member of staff have level 3 early years qualifications. Two apprentices and another member of staff are working towards their level 3 qualification. One member of staff is unqualified.

What the setting needs to do to improve further

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

- consider using guidance materials such as Development Matters in the Early Years Foundation Stage to identify possible areas in which to challenge and extend individual children's learning and development, especially when carrying out small group work with children who have mixed abilities
- improve student induction programmes by including fire evacuation drills and tackling any under-performance or being disengaged with children promptly through ongoing coaching
- consider displaying children's dietary information confidentially while continuing to provide staff with easy access to these important details.

Inspection judgements

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

Children are making good progress in their learning and development. This is due to staff's good understanding of how to move children's learning forward from their starting points with focussed and exciting activities. Planning takes into account individual children's next steps and interests. However, sometimes when there is a small group of children with differing abilities, the planned activity does not hold all of the children's attention or provide sufficient challenge. Staff effectively use the expertise of music teachers and multi cultural associations to lead sessions. They use other agencies to help them plan good quality language activities to support children with special educational needs and/or disabilities and meet their individual needs.

Staff accurately observe, record and share children's progress with parents. This includes two-year-old progress checks, which are professionally completed and staff use to influence future planning. Staff inform parents about the seven areas of learning through

parents evenings and through sharing children's individual progress in their 'learning diaries'. Parents are encouraged to support their child in taking story books home and to provide a photograph of themselves reading with their child to display in the book corner. This helps to promote the importance of early literacy development. These photographs also help the child to feel settled and achieve a sense of belonging, which prepares them the next stage in their development.

The staff are particularly aware that boys and girls learn and develop differently. For example, they identified that boys were not playing in the role-play area, so they have taken the inside learning activities to the outside undercover play area to stimulate their interest in role-play. Displays use numbered football shirts and transport pictures to promote sounds and letters of the alphabet, alongside more traditional educational posters. Dinosaur pictures introduce children to size, with different types of dinosaur representing words and meaning, such as large, small, tall and short.

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

Children are very happy and settled at the pre-school. They benefit from home visits prior to starting at the setting. This allows for the right person to be allocated to the role of key person and children's individual needs to be well understood and met effectively. Children have positive relationships with staff and each other. They are confident in making choices in their play and being independent in their care routines. For example, children have opportunities to play inside or outside with free-flow between the two areas, they try to put their coats on themselves before asking for help and are encouraged to fill up their own small bowl of water when painting outside when they need more.

The learning environment and children's access to toys and activities is a real strength of the setting. Children benefit from a wide range of exciting toys and natural play materials to explore science, such as shredded paper, cushion stuffing, marbles in hair gel to explore how they move, and pipe cleaners with magnets. Children have easy access to well stocked, low-level drawers with picture labels to help them find what they are looking for. They have paper bags and prices displayed in the role-play area with coin values to introduce them to shops and money. The playroom is inviting and stimulating with large posters of New York, London, China and Paris. Additionally, there are world maps, flags and art work linked to a variety of cultures. The role play area outside includes a sofa and a variety of resources hung up to explore. For example, there are frying pans to bang and make music, and padlocks with keys to open them.

Children learn about safety through discussions and positive role modelling from staff. Children are involved in packing away toys and understanding the importance of caring for them. They know the rules and wait patiently for everyone to be ready before going onto the school grass area for a group physical activity. Children learn about healthy lifestyles through regular exercise, fresh air and dressing appropriately for the weather. They have easy access to their drinking water bottles as they play and enjoy healthy, nutritious snacks such as apple and raisins. Children enjoy a small carton of milk with a straw at snack time, if their dietary requirements allow, with staff vigilant about meeting individual

needs. Children are encouraged to be independent in their toileting and hand washing, with established routines promoting their good health.

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

All staff understand and meet the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. There are clear policies, procedures and risk assessments in place to safeguard children. Security at the pre-school is given high priority. The owner/manager is booked on safeguarding training to further improve knowledge. Other staff have attended a variety of courses to help identify and support vulnerable children. All staff and students have Criminal Record Bureau checks before working at the pre-school and on-going suitability is checked at regular appraisals. The induction process for staff is good and most aspects of student induction is appropriately considered. However, fire evacuation drills are not carried out when new students start, which means they are not clear what to do in an emergency. Additionally, there are times when some students are not appropriately engaged with the children and this is not always promptly managed to best meet the needs of children. However, the management's supervision of new staff is strong and supportive, with a commitment to ongoing professional development, which also meets the needs of their individual key children. Children with special educational needs and/or disabilities and children learning English as an additional language are carefully monitored. This is to ensure they are having positive experiences at the pre-school and to see if any routines need to be adapted in order for them to make good progress.

The pre-schools' self-evaluation is good as it is a continuous process involving all of the staff and includes parents' feedback. The owner/manager is open to new ideas and welcomes support from the Local Authority Advisor and the reception teacher on site. This helps management monitor the learning and development requirements of the Early Years Foundation Stage and meet children's individual needs. Links with other settings children attend are established and information sharing meets children's individual needs well. Parents are well informed about all aspects of their child's learning, development and welfare, through daily interaction, diaries, noticeboards and open days. Documentation is professional and most records are stored confidentially. However, photographs of children with special dietary requirements and allergies are on display, which makes them accessible to all.

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. 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

Unique reference number	EY449647
Local authority	North Somerset
Inspection number	807431
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Karen Louise Gill

Date of previous inspection	Not applicable
Telephone number	01934 621 041

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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 that are usually their 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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