

Report for childcare on domestic premises

Inspection date: 7 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children flourish as they attend this home-from-home setting. Staff promote a calm and warm environment to enable children to feel safe and secure. Staff develop strong and nurturing relationships with children. They place a strong emphasis on developing children's personal, social and emotional development, and they give children constant praise for their efforts and achievements. As a result, children develop extremely positive attitudes to learning, and their behaviour is excellent.

Staff provide children with a wealth of experiences to promote their knowledge and understanding of the world in which they live in. They enrich children's love of learning through first-hand opportunities and experiences. For example, children curiously watch and learn how to make hot chocolate outdoors using a small campfire. They giggle with excitement as they eagerly wait for the hot chocolate to be ready. Children develop a strong understanding on how to keep themselves safe. For instance, older children learn how to create and put out a small fire safely, and what protective clothing and equipment must be used.

Due to the COVID-19 (coronavirus) pandemic, parents are unable to enter the nursery building. Staff utilise electronic communications to ensure information is shared effectively with parents. Therefore, this has had no impact on children's learning and development.

What does the early years setting do well and what does it need to do better?

- Children develop very good friendships with other children. They play happily together and are very content as they explore the indoor and outdoor environment. These positive interactions significantly enhance children's social skills. The staff provide a wide range of activities and resources to inspire children's curiosity and creativity. For example, younger children show delight as they delve into the coloured-rice sensory tray, curiously exploring the different colours, textures and sounds they can create.
- Leaders foster a love of the natural world and all its wonder. They provide children with daily outings within the local area. Children relish in identifying the different types of trees, leaves, plants and mini-beasts they discover while exploring. Staff support children to care and to look after the rabbits and chickens that live in the garden.
- Partnerships with parents are good. Parents describe the setting as 'wonderful and idyllic'. They comment on the 'fantastic and varied opportunities' the staff provide for their children, particularly outdoors and in the community. Parents feel that their children have made good progress since starting at the setting and that there is a good two-way exchange of communication and information. Staff use effective monitoring and assessments to identify what children need to

learn next, and they share these with parents. However, staff do not always provide parents with specific information or examples of activities on how to promote children's individual learning at home.

- Children acquire excellent physical skills. Staff support them to use the outdoor environment to climb, stretch, run and jump to develop their balance and coordination. Staff are skilful in teaching older children to manage their own risks. For instance, children show fantastic confidence in climbing up and down muddy slopes.
- Staff speak passionately about providing children with the lifelong skills they need to be successful. Each member of staff speaks confidently about their role within the setting. The staff meet regularly with managers to share their knowledge, ideas and professional development. Leaders implement robust policies and procedures which underpin daily practices.
- Overall, staff support children's communication and language well. Staff listen to children and ask open-ended questions to engage children in conversations. Staff speak respectfully to children, and they introduce new words to extend children's vocabulary. However, on occasions, staff will ask children questions about their learning but do not provide children with enough time to think and respond with their own thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the procedures to follow to protect children's welfare. Staff have a good understanding of child protection policies and procedures, including wider safeguarding concerns. Staff receive regular training to ensure their safeguarding knowledge is up to date. Managers use risk assessment effectively to ensure children's safety remains a high priority. Managers have robust recruitment procedures and ongoing checks to help ensure the suitability of staff. New staff receive a clear induction before they start to enable them to fully understand their roles and responsibilities.

What does the setting need to do to improve?

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

- provide parents with more-specific information about their child's next steps and about ways in which they can support their child's learning at home to help them make even better progress
- strengthen the use of effective questioning skills to ensure all staff give children more time to think and to respond to questions that have been asked to enable them to share their thoughts and ideas during activities.

Setting details

Unique reference number	2498132
Local authority	Gloucestershire
Inspection number	10194527
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	17
Number of children on roll	33
Registered person unique reference number	2498131
Date of previous inspection	Not applicable

Information about this early years setting

Cotswold Bunnies registered again in 2018. The setting is located in Stroud, Gloucestershire. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications from level 3 to level 6, including one with qualified teacher status. The nursery opens from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager led the inspector on a learning walk around all areas of the setting, and explained how the early years provision and curriculum is organised.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector accompanied the staff and the children on a forest school session in the local woodlands.
- Children and parents shared their views of the setting with the inspector.
- The nursery manager and the inspector discussed the leadership of the setting. The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

We carried out this inspection 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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