

Chuckles Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY343105
Inspection date	20 September 2007
Inspector	Helen Blackburn
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Registered person	Faye Melanie Wilson
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chuckles Private Day Nursery is managed by an individual owner. The nursery registered in 2007 and operates from rooms within a building situated on a business park in the Dewsbury area. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, 51 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 22 children on roll; of these, six children receive funding for early education. Children attend from the local area. The nursery currently supports a number of children with learning difficulties, disabilities and who speak English as an additional language.

The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications and four are working towards a further qualification.

The nursery is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in an environment that staff maintain to acceptable standards of cleanliness. They manage this by carrying out appropriate cleaning procedures, such as regular cleaning of toys and wiping tables. Overall, staff promote personal hygiene to help children learn about healthy practices, such as hand washing and oral hygiene. However, staff are not consistent in implementing procedures; for example, they do not always encourage children to wash their hands before snacks. Hand washing before lunch is more reliable and this routine helps the older children to develop some understanding of personal hygiene. They talk about germs making them ill and they eagerly brush their teeth after lunch.

The nursery satisfactorily manages illness to protect children's health. Their group policy clearly outlines that any ill children should remain at home to minimise the risk of spreading infection. There are adequate procedures in place regarding the administration of medicines to children. For example, staff record relevant information about the medication to safeguard children's health.

The children have sufficient opportunities to be active and to exercise, which supports them in leading a healthy lifestyle. They regularly play outdoors and occasionally go on walks and outings. The children enjoy their time outdoors and play with an appropriate range of equipment that promotes and supports their physical development. For example, slides, balls and bikes. In addition, the curriculum planning includes activities that help children to develop their balance and coordination skills. For instance, they enjoy ring games that encourage them to move their bodies in different ways. The children use tools and equipment to promote their fine motor skills and their hand and eye coordination, such as scissors, mark making materials and construction equipment.

The group understand the importance of promoting healthy eating to support children's healthy growth and development. The menus incorporate a range of balanced and nutritious meals and snacks. The children enjoy eating fruit, vegetables and some home-cooked meals, such as pasta, fish and chicken dishes. Children sit in small groups for meals and this provides opportunities for them to socialise with others. They are learning to be independent, for example, younger children develop and acquire new skills as they feed themselves and older children serve their own food. However, some snack times are disorganised and this results in poor implementation of some hygiene procedures. For example, older children freely access snack without washing their hands or touch food and leave it for others to select. This is due to the lack of adult intervention and organisation during some snack sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment for children is safe, secure and maintained to acceptable standards. This includes the new owner continuing to renovate and develop areas used by the children, for example, the sensory rooms. There are a number of satisfactory safety precautions in place to contribute to keeping children safe. For example, staff supervision, risk assessments and entrance security systems. The children are developing an awareness of how to keep themselves safe. They take part in regular fire evacuation practises and staff explain how to use equipment safely, such as how to sit on chairs correctly to avoid accidents.

The children access an adequate range of resources that are safe and maintained in appropriate condition. By using low shelving units and boxes, children can access resources freely and safely. Space within the nursery is organised and utilised well to promote the safety and welfare of children. The children are cared for in groups according to their age and facilities are available to meet their needs. For example, children sleep and rest in areas that are comfortable and safe.

The staff have a sound understanding of child protection issues, therefore, they are able to sufficiently protect children from harm. They know what their responsibilities are and follow appropriate procedures if they have concerns about a child. For example, they know how to report and monitor concerns. The group have knowledge of the Local Safeguarding Children Board procedures. Their policy reflects these procedures and demonstrates how they safeguard children. There are acceptable procedures in place to ensure staff are suitable to care for children, such as recruitment and vetting procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff are friendly and this provides a welcoming and relaxing atmosphere where children are happy and settled. There is a good range of children's work and photographs displayed, including some imaginative artwork to contribute to the welcoming feel.

The children have sound relationships with others. They play well together, for example, a group of older children engage in a role play activity. The staff involve themselves in children's play and use this time to develop their relationships with them. The children respond well to this, for example, the younger children approach staff for comfort and reassurance. Through the staff knowing the children, they are able to meet their needs appropriately, for example, children sleep in line with their own routines.

The staff have a sufficient understanding of child development and how young children learn. They use this to plan a satisfactory range of activities that support children's development. This contributes to children enjoying their time at the group. The staff use the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' when planning activities for children. Some of the staff are new to planning and systems are in the early stages of development and not yet established for staff to evaluate their effectiveness. Staff use observations and children's work to record what children can do. They understand the importance of identifying children's next steps so that they can plan to support this. However, children's next steps and planning documents still lack information for staff to utilise this information effectively.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have a sound understanding of the 'Curriculum guidance for the foundation stage' and use this to plan children's play. Their knowledge of the Foundation Stage continues to develop as new staff familiarise themselves with planning documents and work closely with an advisory teacher. The curriculum planning is evolving and is beginning to link to all the areas of learning, as is the continuous play provision. Staff recognise that there are some resources lacking to fully support all areas, such as programmable toys and challenging equipment for older children. Staff plan focussed activities with specific learning intentions in mind, which link to the stepping stones. However, staff are not yet effectively using children's next steps to help them plan future activities.

The staff have sound relationships with children and join in their play. They use this time to sufficiently support and challenge them. For example, they ask children appropriate questions to help children to use their initiative and develop their own ideas. Through the staff interaction and range of activities available to children, they are making sound progress towards the stepping stones, given their capabilities and starting points.

The children are happy, interested and eager to learn. They enjoy their time at the nursery and join in the activities with enthusiasm. They make their own choices in play and this supports them in becoming independent. They have sound relationships with others and this contributes to supporting their personal, social and emotional development.

The children's mathematical, communication, language and literacy skills are developing appropriately. The children are confident speakers and engage in conversations with others. They enjoy activities that help them develop their early writing skills, such as painting, drawing and mark making. For example, children use notepads to make lists and fill out booking forms in the travel agent's. The children enjoy looking at books and listening to stories, which supports their early reading and concentration skills. There is a varied range of practical and fun activities that contribute to children developing an understanding of mathematical concepts. They use some mathematical language during play, such as 'big' and 'small'. They are developing their counting skills, for example, they enjoy counting songs and games that involve number.

The children show curiosity and an eagerness to learn. They ask questions and eagerly embark on activities, for example, they inquisitively join in the floating and sinking activity. They enjoy learning about living things, for example, they grow some foods and enjoy themes that involve looking for mini-beasts. Through accessing some programmable toys and equipment, the children learn about technology and how things work. These activities support children's development in knowledge and understanding of the world.

Children's creative development is progressing well. They use their imagination to express and share their ideas and thoughts. For example, children enjoy role play activities, such as the travel agent's and home corner. The children explore a sufficient range of media, texture, musical instruments and art activities to develop their creativity. They enjoy painting, dough, sand, water and exploring the sensory room with different lighting, textures and visual affects.

Helping children make a positive contribution

The provision is satisfactory.

The staff have a positive approach to managing children's behaviour. They use praise to highlight what children have done well and deal with minor disagreements appropriately. For example, staff calmly explain why certain behaviour is unacceptable. Through established boundaries and routines, the children know what staff expect of them. This helps children to learn about right and wrong. The children play well together; they learn about sharing and taking turns through games and discussions. The group has a written policy that supports the strategies in place.

The children have a sense of belonging within the group; for example, their work is valued and displayed around the setting. The children are developing their independence as they make their own choices in play. The staff are beginning to reflect children's interests in the activity planning and seek their views through questionnaires.

The children are developing a satisfactory awareness of their community and the world in which they live. This contributes to them having a positive self-image and helps children to learn about respecting others. They go on walks in the local community, which involves meeting local people and observing the local environment. They access some resources that provide positive images of others and they enjoy activities that raise their awareness of cultures and beliefs. This helps children learn about diversity.

Through staff having secure relationships with the children, they are able to meet their needs. For example, they build into the day children's individual routines. There is good support for children with learning difficulties, disabilities or for children with English as an additional language. This includes staff working closely with the local authority, other professionals and parents. Staff complete detailed individual plans for children, in line with the code of practice and specific to their needs. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. There are positive relationships between the staff and parents. They work sufficiently well together to promote children's welfare. They regularly share and exchange information. This includes individual daily dairies about the personal care of the younger children. Through notice boards, policies, procedures, newsletters and welcome booklets the parents know what service their child will receive. There are questionnaires for parents to contribute their ideas about the setting. These are always available to parents, although staff are not always proactive in encouraging parents to complete them.

In addition, adequate information is available regarding children accessing funded nursery education. Activity planning and newsletters inform parents about the education programme for children, which include some ideas of how parents can support their child's learning at home. The staff know the importance of working with parents regarding children's development and encourage parents to look at their child's progress record. However, staff obtain little information from parents about children's development or progress to help them build on children's skills when planning their learning.

Organisation

The organisation is satisfactory.

The staff work sufficiently well together to meet children's needs and promote their welfare. They deploy themselves appropriately to supervise children and to ensure they maintain the minimum adult to child ratios. Overall, they organise and make appropriate use of their time, such as involving themselves in children's play. Some parts of the day are disorganised, for example, some snack times. The new owner has made changes to the organisation of resources. For example, rooms are set up to support the different areas of learning and to promote independent choice for children.

There are adequate documents to contribute to the safe management of the setting; these meet minimum regulation requirements. The policies and procedures outline how the setting operates. However, there are inconsistencies in staff implementing these, such as recording attendance and the promotion of health and hygiene practices. Information recorded on the children is sufficient to ensure staff meet their needs and promote their welfare. This contributes to promoting continuity of care for children.

The leadership and management of the group is satisfactory. Management and staff are open to ideas and suggestions. For example, they take on board any suggestions made by staff from the local authority. However, staff are less proactive in identifying their own strengths and

weaknesses and have not yet established sufficient systems to help them manage this or to help them monitor the effectiveness of the care and education in place for children. This is highlighted through the gaps in children's progress records, planning and implementation of policies. The staff have begun to explore ways to address this, for example, they use training to evaluate what they offer children and seek parents' views on the service through questionnaires. Induction programmes contribute to staff knowing what is expected of them. Management support staff training and appraisal systems help staff to identify their developmental needs. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff consistently implement all nursery policies and procedures
- explore ways to use children's progress records to identify their next steps in learning and how these are then used to plan play (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop systems to monitor and identify the setting's strengths and weaknesses (also applies to care)
- improve systems to enable parents to share what they know about their child's development and progress (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk