

Chuckle Bunnies Day Nursery

Inspection report for early years provision

Unique Reference Number	218417
Inspection date	22 November 2007
Inspector	Michelle Smith
Setting Address	71 Branston Road, Burton-on-Trent, Staffordshire, DE14 3BY
Telephone number	01283 539202
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Registered person	Associated Nurseries Limited
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Chuckle Bunnies Day Nursery in one of three settings run by Associated Nurseries Ltd. It opened in 1996. The setting operates from eight rooms on two floors within converted premises in Burton-on-Trent. A maximum of 53 children may attend the setting at any one time. The setting is open each weekday from 07:15 to 18:30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 71 children aged from four months to seven years on roll. Of these, 19 receive funding for early education. Staff also take and collect children from the local schools. Children come from the local and wider catchment area. The setting supports a number of children who speak English as an additional language.

The setting employs 15 members of staff. Of these, 10 hold appropriate early years qualifications and five are working towards a qualification. The setting receives support from the local authority. One member of staff is a qualified teacher and has achieved Early Years Professional Status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about the importance of healthy living through commendable play opportunities such as an organised 'healthy eating week' during which they make fruit cocktails and participate in a diverse range of outdoor games. In addition, they walk to the local shops to buy cereals and fruit which they taste on their return to the setting. Staff and children follow the large majority of hygiene routines consistently. Young babies and toddlers keenly roll up their sleeves to wash their hands. More able children explain with confidence that they need to 'wash off the germs' and that they can put 'good germs into their mouth'. An electronic system neutralises the air within the upstairs nappy changing area and 'Safe Method Assessments' ensure that the kitchen is consistently operating to maximum health standards. However, staff do not always wipe children's noses swiftly enough and tissues are not always disposed of appropriately. This increases the risk of cross-contamination. An impressive system ensures that any medicine is administered safely to children, for example, only staff who have been fully trained, namely 'medication officers' can administer medicine. Accident systems are largely understood by all staff and the majority of records are accurate and up to date. However, on occasion, the time of the accident is not recorded which potentially compromises children's well-being.

Children are developing a positive attitude towards healthy eating. They sit with staff and their friends to enjoy a sociable and relaxed meal time, eating nutritious food such as fish, potatoes and vegetables. When their dessert is due they sing a song about the 'pudding coming' with smiley faces and cheerful voices. Babies receive excellent care as they make the transition from milk to solids because they have an individual weaning plan which is shared fully with parents. A member of the senior management team has trained in nutrition for the under fives. In addition, parents receive a food fact sheet, so helping to promote children's healthy growth and development. Fresh drinking water is available to children through regular snack and meal times.

Children of all ages thrive when playing in the open air. They have daily, unrushed opportunities to explore, test and develop their physical skills. Babies and toddlers wrap up warm in their winter coats to enjoy a broad range of outdoor play opportunities. They swing their legs to kick skittles over in the garden, raising their arms in the air, cheering to celebrate their achievement. Through excellent staff deployment children's individual outdoor interests are seized. Consequently, children repeat words such as 'birds' in the garden and look into the sky for aeroplanes saying 'plane, plane'. The outdoor environment is used with great success to progress all areas of learning, for example, children make rapid progress in their ability to coordinate and control their large body movements. They climb up ladders on a climbing frame, balance on beams and go on very interesting walks in their local community. In addition, the garden is used for children to enjoy some quiet time, rest and relaxation, for example, they read books whilst sitting on mats and draw patterns on the floor using chalks.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are developing a considerable understanding of how to keep themselves safe. They learn about safety within many meaningful situations, for example, they discuss the dangers of water and ice, including drowning and slipping. As a result of this praiseworthy approach to

safety, children deepen their own understanding through purposeful self-initiated play, for example, they pretend that a man is drowning whilst telling a story using props such as lifeboats.

Children are very safe as a result of meticulous indoor and outside safe care systems that are implemented consistently by all staff. An external consultant and internal staff work together to ensure impressive risk assessments work effectively. In addition, senior managers from settings owned by the same company visit this setting every month to audit the quality of care. Consequently, children can relax and enjoy their play as the risk of accidents is significantly reduced. All staff are fully aware of the excellent emergency evacuation procedures. They practise fire drills regularly with the children, so helping to ensure they are familiar with the escape routes and react calmly should an emergency situation occur. Automatic fire doors ensure children can enjoy the freedom of the floor space whilst not compromising their safety.

Children are extremely settled as they play happily in the secure environment. Staff make full use of a closed circuit television and ensure that a written record is kept of any visitors to the setting, together with their times of attendance and the purpose of their visit. Staff welcome children into the bright and colourful environment cheerfully and with enthusiasm, so helping them to feel special. Vibrant displays of children's artwork, posters and copies of photographic newspaper articles create a stimulating environment which is warm and personable, so helping children to develop a strong sense of belonging.

Children have superb access to a diverse range of high quality toys, resources and equipment, for example, puppets, persona dolls and books. Each piece of new equipment is researched thoroughly to ensure it provides the very best learning or care experience for each child, for example, the management team explain confidently how the flooring in the outside play area helps children to recover more speedily from accidental injuries. Children are extremely comfortable in each of the rooms. They move freely as they make meaningful choices about where and what they wish to play with and relax on cushions to enjoy books and stories. This dedicated approach to ensuring the suitability of all of the equipment helps to provide an inclusive child-centred environment in which children excel.

All staff have a broad knowledge of child protection issues and procedures as they have all received training. They ensure any 'bump or bruise' that has happened whilst the child is either in their care or at home is recorded. In addition, the written child protection statement is up to date and contains local contact numbers, ensuring that any concerns can be handled in a calm and swift manner. Consequently, children are effectively safeguarded from abuse.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's learning is significantly enhanced as they are cared for by dedicated, knowledgeable and enthusiastic staff. Staff have a deep understanding of the 'Birth to three matters' framework. In addition, they have attended training to extend their knowledge about how to recognise the various ways in which children learn and communicate. A marvellous system is now in place which values children as individuals and tailors activities to expand their learning, for example, children deemed as being 'red value' are seen to thrive on completing helpful tasks such as carrying paperwork for staff into another room. Staff maximise this system as they adapt the diverse range of play opportunities and activities to fully extend every child's learning. Consequently, children thoroughly enjoy their time at the setting. They take part in activities which are presented to them in a meaningful way and which successfully challenge their thinking. They self-initiate many learning opportunities, for example, they confidently explain that they

are 'having a story', showing high levels of curiosity by asking 'what are they for?' as characters are pulled out of a story sack. They demonstrate further their innate drive to learn as they become fully involved in the story, holding figures such as 'Miss Rainbow' as the tale unfolds.

Children are very confident and sociable. Babies crawl over, under and through soft play equipment, sitting on squashy logs to sing songs with staff about wheels on a bus. Simple games of 'peek-a-boo' are enjoyed by both babies and the staff, so helping babies to learn to relate to others, deal with separation and have fun at the same time. Staff recognise that children learn better by doing and give very careful thought to the attractive presentation of toys, equipment and resources. Babies reach and stretch for metal objects which they bang together as they experiment with sounds. More able toddlers tap tiny plastic chairs together, furthering their own ideas as they hide objects on the seats. They show clear delight as they add more items using single words such as 'wheels' and 'house' successfully linking together language, thinking and learning.

All children enjoy exploration with glue, paint, water and sand, so helping them to represent their feelings and ideas in a variety of ways. Children and staff play together, children lead and staff attentively respond by gently encouraging thinking and response. They sit with the children watching a child perform a puppet show, joyfully singing songs that are requested, building and valuing children's interests and ideas. Children play very imaginatively as they push their trains along a track making the sound 'choo choo'. They build on their prior learning as they play with a dolls house, resting furniture on the roof. As the furniture falls off the roof, children use their hands and large arm movements explaining expressively to staff what has happened. They then repeat the action, modifying their technique. Children are consistently stimulated at this setting. Their self-esteem is increased because they are celebrated as individuals, supported, encouraged and praised throughout their play.

Nursery Education

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals. Staff have a superb knowledge of the Foundation Stage and an impressive understanding of how children learn and progress. Teaching is consistently inspiring and challenging as a result of meticulous planning and innovative evaluation and assessment systems, so helping every child to reach their full potential. This dedicated approach ensures that staff spend their time working directly with the children as resources such as computer programmes, books and CDs linked to themes and projects are all collated well in advance. Staff work with success to stretch children's thinking throughout planned and spontaneous activities, for example, when sharing a story together children comment about the character stating 'he is not happy today'. Staff make good use of carefully framed questioning and consolidation techniques as they discuss the text, asking questions such as why they 'think he is not happy?'. Children respond confidently, showing a real understanding of the nature of the story. Staff carry out skilled observations which take into account children's preferred method of learning. Full use is then made of the information gained from assessments to plan children's future learning and to form graphs which very clearly demonstrate children's achievements. All of the methods used for planning and assessments are linked very closely to the Foundation Stage ensuring a rich and varied curriculum is delivered exceedingly well.

Children are extremely confident and demonstrate excellent attitudes to learning. They self-initiate many opportunities for learning which staff seize. Through using construction toys, children build with purpose. They make 'birds' which they say 'look like fire', counting the number of heads the bird has. Because of the calm atmosphere children bring forward many

ideas and talk informally to staff, so helping to build strong and trusting relationships. They share with staff and other children their experience of television programmes, talking in detail about the setting and aspects of the story line such as the moon. In addition, children show kindness towards each other and are keen to help others to learn. They ask their friends if they would like to read a story they have finished with before placing it on a low-level shelf. They become absorbed in conversations with each other about family members, sharing their knowledge of each others family to help them to count family members. All children become increasingly independent as they put on their own coats in readiness for outdoor play and choose how long they would like to spend at an activity. In addition, staff work brilliantly to enable children to plan their own learning, for example, they ask children when they would like to do their counting, following the children's lead as they say 'afterwards'. Consequently, children are self-motivated learners.

Children communicate very well as they are making superb progress in their language and reasoning skills. They are willing and able speakers, sharing meaningful stories such as how they previously hurt their arm and asking questions such as 'what are these women doing?' when leafing through books. Many children use complex sentences with good descriptive language. They retell a chosen story holding the book with pride stating clearly 'this is the princess with her Dad', explaining in detail what they see on the page, for example, the fire and the sky. Staff introduce story sacks in a lively manner, capturing children's initial interest and demonstrating their superb knowledge of the Foundation Stage as they adjust the activity to suit individual children's needs. Children progress from the written story to making up their own story line, using the props and their prior knowledge to explore and develop their own ideas. Writing for a purpose is fully extended within many areas of the setting, for example, children write shopping lists as they prepare for a visit to the shops. Labels are also well located to inspire children to develop further their mark-making skills such as signs that say 'can you write over the letter?' Through meaningful activities children are very aware of the written word and phonics. They can recognise with ease the initial sound of their name and have fun finding objects to create a display for the letter of the week.

Children use numbers independently and with great confidence. They see numbers used within displays that encourage a wide range of mathematical skills such as problem solving as they help teddy to order his numbers as they have become muddled. In addition, children go on local walks, noting numbers in their community as they discuss car registration numbers and numerals on doors. Children self-initiate the use of mathematical language as they play, for example, they compare the size of two scarecrows, immediately fetching an easily accessible toy scarecrow, measuring it against an illustrated scarecrow in a book, commenting 'he is bigger than that isn't he?' Whilst playing in the garden children begin to understand measure and quantity as they pour water from one container into another. They solve problems as they work out how to fix a train track to form a bridge, demonstrating a real confidence in their own ability, commenting 'we can fix it'. Staff maintain children's enthusiasm by using visual records such as graphs and charts to record, for example, the eye colour of the children attending.

Children are developing an excellent understanding of the world in which they live. Staff use an extensive range of activities, resources and opportunities that help children to understand, for example, history as they discuss life in Grandma's time and talk about past events. They show a high level of curiosity about how and why things happen and work, which is further enhanced by innovative activities such as taking apart a tape recorder and then reassembling the machine using screwdrivers under supervision. Children use everyday technology on a daily basis. They play on the computer which is based in their room, persevering with difficult tasks such as drawing a cross, dragging the mouse with success until they are happy with what they

have achieved. Children use equipment and resources in open-ended ways. They show excitement in their own discoveries as they comment 'look, look' after punching a hole in their paper using a tool and use wooden dominoes to build a garage for their imaginary car. Staff make superb use of the outdoor environment to raise children's awareness of safety connected to the natural world. They deliberately leave berries on the path of a nature trail, prompting a discussion about why berries are not safe to eat. As a result of these first-hand experiences children are keen to share what they know about the outdoors. They quickly spot birds in the garden with some children telling their friends they are 'pigeons'. When sitting in a circle with their friends children show a deep understanding of the weather. They explain about their Mom getting wet in the rain and how the trees move in the wind.

Children play with different media and materials, representing their ideas through painting, collage and acting out different scenarios. They take pride in their creations, for example, they smile as they point and show staff their unique pictures which are made out of glue, wooden sticks and straws. As they play contently with cars, they engage in play based on imagined experienced, racing cars whilst making the sound of the engine. Children play remarkably well together. They use props such as spoons as they pretend to feed jelly to their friend who reaches over towards them with their mouth wide open. Music and movements sessions are effectively used to help children to develop their coordination whilst experimenting with sounds. A musician has recently visited the setting which enabled children to play instruments such as a violin and flute. In addition, children have also made their own musical instruments using resources such as elastic bands, rice and pasta. Children speak animatedly about their toys, for example, they fly an aeroplane around the room saying that their plane is 'old fashioned' and explaining clearly why that is the case.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for by highly motivated staff who know them exceptionally well. Through careful observations and a recognition that every child is unique, staff adapt daily routines, activities and behaviour management techniques with great success to provide highly individualised care. They praise children who are noted as being 'nurturing' with meaningful phrases such as 'that was very thoughtful, well done'. In addition, staff take care to add the child's name when thanking individuals, so helping to boost children's self-esteem. More able children learn right from wrong as they are involved in the formation of 'golden rules'. They suggest rules such as looking after their toys and not running when indoors. Children require minimal behaviour management as they are calm, stimulated and play happily in a positive learning environment. Children learn about their local community and the wider world. They arrange for visitors to attend the setting to talk about Diwali, dressing up in traditional Asian clothes as they learn about the story of Rama and Sita. Written plans ensure that children learn about many cultures and festivals including Christmas, Chinese New Year and St David's Day, so helping them to develop respect for each other. Children's spiritual, moral, social and cultural development is fostered.

Staff are extremely proactive in their approach to caring for children with learning difficulties and/or disabilities. They plan ahead for the inclusion of all children through the careful selection of equipment, the training of staff and the impressive methods for communicating with parents. Children and parents have 'taster sessions' which help staff to build a strong picture of every child's needs, limiting the risk of upset and confusion to children as they gradually ease into nursery life. The setting are so confident about the consistently high quality of care they offer

that they provide parents with a 'no quibble guarantee', informing them what action they can take if they are not entirely delighted with any play session.

The partnership with parents and carers of children in receipt of funding for early education is outstanding. Parents are fully involved in the assessment of their child's learning through individual education plans, parents' evenings, newsletters, informative wall displays and progress reports. A 'stepping stones to learning' sheet is sent home to parents every term for parents to tick which areas of the stepping stones they feel their child has achieved. This helps to individualise children's learning and to ensure high expectations for children's future learning are set and achieved. In addition, all parents receive clear and easy to read details about the setting such as a leaflet which explains '101 reasons' why they should choose this setting. They are also provided with a wealth of additional written information such as a prospectus which helps them to understand the running of the setting and a comprehensive agreement which outlines the 'terms and conditions' of the service they receive. The setting recognises the role of parents as joint educators. They send out questionnaires to parents approximately every three months, asking parents to rate the quality of care they feel they receive. On daily basis parents receive both written and verbal feedback covering useful information such as how much their child has eaten or slept. This praiseworthy approach to working with parents helps children to thrive as all carers are working cooperatively to support their rapid progress.

Organisation

The organisation is good.

Robust operational, recruitment and vetting procedures ensure that children are cared for by staff that are dedicated, suitable and effectively trained to implement the overwhelming majority of policies and procedures with great success. All staff take part in a comprehensive induction package and complete regular 'self-reflection review sheets'. Extra support is also provided for staff who take on additional roles within the setting. In addition a performance record is kept on each staff member and they attend a broad variety of training courses. All of the required documents are organised well and most are completed meticulously, for example, a regulatory lost child policy is in place which includes detailed action staff should take if they are either on or away from the premises. A superb range of additional documents help to ensure that children's safety and care is prioritised and that they are making rapid developmental progress.

Children receive a high level of individual attention throughout the day. A specifically designed computerised system ensures that excellent staff to child ratios are maintained at all times. The setting has also adopted their own superb ratio for young children of one staff member to two babies. This means that very young children receive highly individualised care from staff, in particular their allocated key person who knows them extremely well. Staff carry out domestic chores such as cleaning the environment after lunch with timely precision, so helping to prepare the room ready for the afternoon children to arrive and for the toddlers to settle down with ease for their midday sleep. Children take a very active part in the decision making of the setting, for example, they are able to choose what resources they would like to play with, what song they would like to sing and most of all what room they feel most relaxed in if they are feeling a little unsure, so helping to build their trust and confidence.

Leadership and management of early education is outstanding. The senior management team inspire staff to implement innovative, reflective and smart ways of working which ensure each child's unique ways of learning are cherished. They share their vision of outstanding education with all staff members and support them extremely well through appraisals and management planning meetings, so helping staff to be continually motivated to deliver a curriculum which

is rich in purposeful and meaningful learning experiences. The systems used to evaluate children's individual rate of learning are commendable. A clear focus is given to celebrating what children have achieved whilst planning for their next steps in learning. The management team continually strive for further improvement in nursery education through self-evaluation, reflective practice and a dedicated approach to supporting children to achieve their full potential.

Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the setting was asked to improve children's privacy in the toilet and to review reporting procedures for daily risk assessments. The setting has now fixed shower curtains to each toilet cubicle and the nappy changing area upstairs to limit the amount of adults who are able to view a child during nappy changing and toileting procedures. This fully respects children's privacy. The reporting procedures for daily risk assessments have been reviewed and as a result, more detailed and comprehensive systems are in place. This ensures children are very safe at all times.

At the last nursery education inspection the setting was asked to improve the organisation of the daily timetable so that children are able to complete their chosen task before moving on. Children are now given five minutes notice before tidying up so that they can complete their activity. The routine is very flexible and children can continue with their activity if they choose to. This gives children unrushed time for self-initiated learning, so helping them to persevere with chosen tasks and not hindering their learning through fixed routines.

Complaints since the last inspection

Since 1 April 2004 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

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are outstanding.

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 that the accident record that is maintained always contains the time of any accident

- develop further staff's awareness of the importance of good hygiene practice in order to prevent the spread of infection with reference to using disposable tissues and wipes.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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