



Chuckle Bunnies Day Nursery

Inspection report for early years provision

Unique Reference Number EY295986
Inspection date 29 September 2005
Inspector Dianne Lynn Sadler

Setting Address The Old Vicarage, 35 Vicarage Road, Swadlincote, Derbyshire, DE11 8LG
Telephone number 01283 552711
E-mail
Registered person Associated Nurseries Ltd
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 good.

WHAT SORT OF SETTING IS IT?

Chuckle Bunnies Day Nursery is one of three nurseries run by Associated Nurseries Ltd. It opened in 2005 and operates from a converted house. It is situated in Swadlincote, Derbyshire. A maximum of 54 children may attend the nursery at any one time. The nursery is open each week day from 07.15 to 18.30 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 85 children aged from 0 to under 11 yrs on roll. Of these, 8

receive funding for nursery education. Children come from local and surrounding areas.

There are twelve staff who work with the children. Nine of the staff, including the manager hold appropriate early years qualifications. Three of the staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for extremely well in a very clean, welcoming environment. They stay healthy and thrive because staff follow highly effective policies and procedures which reflect current environmental health and hygiene guidelines. Very good procedures, such as, staff wearing disposable gloves and aprons when dealing with body fluids and appropriate cleaning of changing areas, sustain good levels of hygiene and help reduce the risk of cross contamination. Children have an excellent understanding and awareness of health and hygiene practices, which are promoted through the exceptional support and guidance given by the adults. For example, children are able to explain concisely why they must wash their hands, why adults wear aprons at snack time and give instructions to each other and to the adults to ensure procedures are followed.

Children benefit from an extensive range of very healthy and nutritious snacks and meals. This ensures they are very well nourished and their dietary needs are extremely well met. For instance, tea includes fresh fruit that children have bought themselves from the shops and there is an inviting vegetarian menu alongside a menu which includes meat. Children receive drinks on a regular basis and know they can ask for a drink throughout the day. There is a daily diary for younger children which ensures parents are informed of the quantity and type of foods consumed and ensures children get a well balanced diet. Older children are able to talk about how fruit is good for you and helps you grow and how sweets are bad for you. Discussions are encouraged through a high level of adult interaction, contributing significantly to children's understanding of a healthy lifestyle.

Children enjoy stimulating indoor and outdoor activities, enabling them to explore, test and develop physical control. They delight in the challenges offered by a wide range of exciting activities, such as obstacle courses built by using large sponge shapes, which they tackle enthusiastically. All children benefit from going for walks and becoming involved in celebrations organised by community groups. For example, children attend the harvest festival at the local church. Staff have a very good understanding of 'Birth To Three Matters'. This ensures the younger children are also provided with a wide range of physical experiences. They are confident to try out new skills and ask for help when needed.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a highly secure and well organised indoor and outdoor environment, where they move around safely. This helps them to settle and feel confident. Children are kept safe, with all risks being identified and minimised. Staff are extremely vigilant and monitor the children extremely well. For instance, a c.c.t.v camera is used to monitor access to the premises and the outdoor areas and risk assessments are robust and completed regularly. For example, staff check the outdoor area for safety and record their findings every time before use throughout the day.

Children use high quality equipment and play resources, appropriate to their age and stage of development. Resources are stored at low-level, are well labelled and easily accessed by children, therefore developing their independence. Children are learning how to keep themselves safe and actively contribute to promoting safety in the nursery. For example, they share responsibility for the rules within the nursery, to be known as 'Golden Rules'. Children know how to use the stairs safely and what to do if they meet a stranger in the street. This helps children learn to take responsibility for keeping themselves safe.

Children are very well protected by staff who have a clear understanding of child protection policies and procedures and understand the correct procedures to follow. Staff give top priority to children's welfare. For example, staff receive training on an ongoing basis for first aid and child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the setting's welcoming and caring environment. Children enjoy their time in the nursery. They achieve well because staff have a very good understanding of early years guidance, such as 'Birth To Three Matters' and the Foundation Stage.

Younger children are developing close and caring relationships and early communication skills are very well supported through good adult-child interactions. Babies receive lots of cuddles and enjoy the positive interaction they receive from the staff. They benefit from routines which are consistent with their experiences at home and staff are very attentive to their needs. High importance is placed on providing varied sensory play for the babies and they show good interest as they explore the textures and sounds of natural objects from the 'treasure basket'. Babies develop early communication skills as they smile and make noises to the staff as they have their feed.

Older children also enjoy positive relationships with staff and receive comfort and attention when they need support. Children play happily together, with adults using a wide range of resources suitable to their age and stage of development. All children enjoy exploration with paint, water and sand which helps children represent their feelings and ideas in a variety of ways. Children's language and communication skills

are promoted well by staff through constant conversation, questions and individual attention. Consequently, children are learning to develop their speech and are able to express their needs. There is a good range of resources to promote imaginative play and children play well together, for instance, acting out well known stories. As a result, children's social skills and imagination are developing successfully. All children are developing independence and self-esteem. However, their choices are sometimes limited through the organisation of play, e.g. children move from room to room at regular intervals.

Nursery education.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Consequently children are making good progress towards the early learning goals. Staff plan and provide a wide range of activities under each area of learning. Written plans and assessments are very good and link clearly to the stepping stones. They provide clear guidance for all staff and ensure children extend their learning.

Staff use good methods to maintain children's interest, sitting with children, asking questions and offering support when needed. Staff help raise children's awareness of the community and the wider world well and there are a good range of resources to promote this. Children concentrate well and contribute confidently because they are a small group and often have individual support. Children are challenged well through good questioning by the staff during activities. Assessment is thorough and good use is made of observations to help staff plan for the next steps in children's learning. Behaviour is well-managed and this results in a calm and caring environment for children. Monitoring procedures are effective and are used well to evaluate and improve the quality of teaching.

Children show a strong sense of belonging as they greet staff on arrival. Children are interested and engaged in their play as they select and carry out activities. They assume responsibility for their personal care and are developing their independence by pouring their own drinks. Children behave well, responding positively to the boundaries set, which they actively contribute to, developing the 'golden rules'. Children can speak clearly and confidently, sharing their experiences and listen intently to stories, while others are able to make themselves understood through their actions. Children show good interest in books, handle them well and enjoy sharing stories with staff. Children recognise their names and are able to sound letters in their name. Children are developing good writing skills. They know how to form letters, they often practice this or use as a way of communicating.

Children understand and confidently use numbers in their play. They count up to ten confidently and beyond, and are regularly exploring big numbers. They are developing problem solving skills, comparing numbers and know that five cars and one more car makes six altogether. Children demonstrate that they understand shape and size well, and some children can name and match triangles, circles and squares. Children develop an initial sense of time and place, and gain good knowledge of the environment as they are taken on trips to the shops to buy fruit for tea. They develop good exploration and investigation skills as they learn about

change when collecting tadpoles from the pond and observing the change into frogs.

Appropriate use of the indoor space, for instance, the provision of a physical play room, helps children to develop their physical skills. Children play on soft play shapes and are able to climb, balance and move in a variety of different ways. They use one-handed tools competently as they paint their pictures and use scissors for cutting. Children are taken for walks and take part in action songs as they move their bodies to music tapes. Children develop their skills for climbing and ride wheeled toys outdoors. Children are able to express themselves freely through painting and enjoy exploring many different textures. They are able to name a wide range of colours competently. Children's imagination is well developed as they play in the home-corner and act out familiar stories.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement on arrival and during their play throughout the session. Children are busy, occupied and keen and interested to learn. Staff ensure that the resources positively represent the children who attend as well as the wider community. Many festivals are celebrated in partnership with the local community, for instance, Harvest Festival. The setting's policies promote inclusion for all children and the premises are suitable for all to access.

Children behave well, respond positively and contribute to the rules and boundaries set. They take turns and share, help each other and use their manners well. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met adequately. For example, appropriate consents are requested and detailed information obtained prior to the children starting at the setting. This consistency is further enhanced by daily verbal feedback and written diaries kept for younger children. Parents are made aware of how the setting operates through good quality parent information packs. Parents express their views about the setting by completing parent questionnaires, devised by the managers.

The partnership with parents of children who receive nursery education is good. They receive detailed information on the educational programme provided for their children and children benefit from a two way sharing of information between parents and staff to enhance their learning. This helps children progress and enables them to make a positive contribution. Parents share information with staff about their child's development. However, this is not yet recorded in the children's assessment records.

Organisation

The organisation is good.

There are effective recruitment procedures to ensure children are cared for by staff who are appropriately vetted and there is a good level of qualified staff who work with the children. There is a high adult to child ratio ensuring children receive very good support when needed. Staff have a very high regard for the well-being of children, ensuring they receive good supervision, are happy and well cared for. All the required records and documentation are in place, available for inspection and shared with parents.

There is a good training programme implemented for staff and many training courses have been attended. This helps to broaden children's experiences and contributes to the quality of care provided. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Clear guidance is given by the management to ensure that the educational programme is delivered effectively and regular monitoring takes place to ensure that all children progress well. Consequently, the management team have a very clear overview of the setting as a whole and the leadership and management of the setting is very good. Overall, the needs of the range of children who attend are met very well.

Improvements since the last inspection

Not applicable, as this is the first inspection.

Complaints since the last inspection

There are no complaints to report.

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 good.

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):

- review the arrangements for children to access activities of their choice throughout the day and be able to complete chosen tasks.

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):

- include the information gained from parents with regard to children's development in the assessment records.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk