

# Chuckles Day Nursery

Inspection report for early years provision

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**Unique reference number** 140989  
**Inspection date** 21/10/2010  
**Inspector** Jennifer Cutler

**Setting address** Budmouth Technology College, Chickerell Road,  
Weymouth, Dorset, DT4 9SY

**Telephone number** 01305 761232

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Chuckles Day Nursery is privately owned and managed by Budmouth Technology College. It opened in 1989 and operates from four rooms in a designated area of the college. The nursery is situated on the outskirts of Weymouth. The nursery is primarily for college staff, but children also attend from the local area. Children have access to an enclosed garden area and also to the college tennis court and playing field when they are not being used by students.

The nursery is open Monday to Friday from 8am to 5.30pm for 50 weeks of the year. A maximum of 52 children aged under five years may attend the nursery at any one time. There are currently 84 children on roll, of these 22 children are in receipt of funding for nursery education. The nursery provides support for children who speak English as an additional language and children with special educational needs. There are currently 18 members of staff working at the nursery. Of these, 16 staff including the manager hold an appropriate early-years qualification. Chuckles Day Nursery is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The children and babies are happy and contented. The staff help them play and learn, and children enjoy the activities on offer. However, the management committee has failed to give due regard to adequately safeguarding and promoting children's welfare. Therefore the nursery is in breach of statutory regulations. The staff are well qualified and support children with different needs. There is satisfactory capacity for the nursery to build on existing strengths and to bring about the required improvements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis 27/10/2010
- take steps to prevent intruders entering the premises 27/10/2010
- ensure that outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose 27/10/2010
- promote the good health of the children by ensuring the premises and equipment are clean and that the 27/10/2010

preparation of food follows health and safety guidelines

- provide parents with accessible information about the nursery's policies and procedures

26/11/2010

To improve the early years provision the registered person should:

- promote children's independence by reviewing the storage of equipment so that children can access resources for themselves
- review snack time so that children can help prepare and clear up, thus making a contribution to daily routines

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

The leadership and management of the nursery are inadequate because the arrangements for the welfare and safeguarding of children do not meet requirements. All staff have appropriate qualifications and have attended safeguarding training. They know how to protect children from neglect and abuse. However, there are breaches of specific legal requirements of the Early Years Foundation Stage because the management committee fails to promote the welfare and safety of children on a daily basis. For example, there have been no risk assessments to identify aspects of the environment that need to be checked on a regular basis, nor steps taken to stop intruders from entering the premises. There have been insufficient checks to ensure that outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose. Furthermore, the nursery does not always promote the good health of the children by ensuring that the premises and equipment are clean and that the preparation of food follows health and safety guidelines.

The manager and many of her team have worked at the nursery for a considerable time. They know many families well and can support children who speak English as an additional language and those with special educational needs. Relationships with parents and carers are positive, as are those with local primary schools and the technology college. The nursery tries hard to ensure that there is no discrimination and that diversity is valued and celebrated. The children have the advantage of being able to use the college's facilities to promote their enjoyment of learning. Relationships between staff and children are extremely positive. The children are happy and enjoy playing together. Staff plan the children's activities based on their assessments of how well children are doing. They plan and follow topics but are flexible enough to respond to the children's interests. The manager takes account of parents' and carers' suggestions and this, in turn, helps to build up a record of achievements in the children's much-valued learning diaries. However, parents and carers do not have easy access to policies and procedures, and have to ask the manager for access to them. This prevents them from obtaining important information because many are pressured by work commitments.

The manager has completed an evaluation of the nursery provision and some

developmental aspects have been suitably addressed. However, many important and basic areas have been overlooked and this is unsatisfactory. The nursery has made satisfactory improvements based on the recommendations set out in the last report.

## **The quality and standards of the early years provision and outcomes for children**

Children and babies make satisfactory gains in their learning because there are positive relationships with all adults. Staff show babies and children that they are happy and enjoy playing with them. They praise them, smile and laugh, comfort them when they are distressed and build up a warm atmosphere which promotes their individuality. For example, one baby was making loud, gurgling, singing noises which made everyone laugh and praise as 'beautiful singing'. Children in the toddler room are confident and want to show visitors the farm animals. One child was very interested in listening to the names of all the animals and kept bringing different animals to show. Babies and toddlers are very happy to have their nappies changed or to settle down for a sleep. Staff are warm and comforting, and make sure that the children and babies are settled, cuddled, sleeping peacefully and checked on regularly. Children in the pre-school room enjoy the fresh air, lots of vigorous activity and a game of hide-and-seek. During quiet times they enjoy a story and comment eagerly along the way. They sing enthusiastically and enjoy action songs about fireworks. Behaviour is good and children respond well to adults' reminders of how to behave.

Children learn about healthy eating and some hygiene procedures. They enjoy snack time and can join in a conversation about how important it is to clean their teeth or to exercise to keep healthy. However, at snack time the tables are laid and fruit is cut up by adults. Consequently, the children in the pre-school class do not have the opportunity to develop their independence by laying the tables or by preparing the snack for their friends. Neither do they have the opportunity to collect plates and cups in an organised way. They just walk up to the sink and put their plates in the bowl or adults clear away for them, and this prevents the children from taking part in daily routines.

Planning shows that staff give children plenty of opportunities for a free choice of activities, but there are also opportunities for adult-led activities which promote creative development. However, many resources are worn out. For example, books are old, and the home corner is bare. The way things are stored does not always allow children to get out equipment for themselves. Children are not always motivated to take part in activities because resources are uninviting and they need an adult to help them all the time.

Children make a positive contribution and are learning about others in their community. They take part in harvest festival celebrations and put on performances for senior citizens in the community. Children take part in raising funds for their own nursery school and also for charity. Their growing understanding and developing social and personal skills help to prepare them appropriately for the next stage in their education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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