

Chuckles Day Nursery

Inspection report for early years provision

Unique reference number 140989
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Inspector Lorraine Sparey

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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. It is open to college staff and the wider community. 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. The nursery is registered on the Early Years Register. A maximum of 52 children in the early years age group may attend the nursery at any one time. There are currently 87 children on roll. The nursery is in receipt of funding for nursery education for children aged two, three and four years. The nursery provides support for children with special educational needs and/or disabilities and children who learn English as an additional language.

There are currently 16 members of staff working at the nursery, all of whom hold an appropriate early-years qualification. In addition the manager has completed a foundation degree and there are two bank members of staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and motivated in their learning. Staff know the children well and provide interesting play and learning opportunities tailored to their individual needs. Children benefit from the good levels of support provided by the enthusiastic staff. As a result, overall, children make good progress in their learning and development. The nursery has devised good procedures to monitor and evaluate their provision and have successfully addressed the previous inspections actions and recommendations. Consequently, they are well placed to make continuous improvement, providing positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the systems used to plan the next steps in children's development and learning to enable children to make the maximum progress.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a secure knowledge of safeguarding children. There are good systems to ensure that all staff are familiar with the policies and procedures of what to do if they are concerned about a child's welfare. In addition they are encouraged to attend training to ensure their knowledge remains up-to-date. Regular and thorough risk assessments enables staff to provide a safe and secure environment for children to explore safely. For example, prior to a cooking activity staff complete a risk assessment identifying any potential hazards specifically looking at the children taking part in the activity who are aged from one year to four years. Any risks are immediately reduced. Rigorous and robust recruitment and vetting procedures ensure that staff working with the children are suitable to do so. They also undertake detailed inductions and annual appraisals to identify any possible training needs. Consequently, staff are enthusiastic and work well together as a team clearly enjoying working with the children.

There are good systems in place to monitor and evaluate the provision involving everyone in the decision-making. Staff work with the management on completing the Ofsted self-evaluation enabling them all to have their input. Parents are encouraged to complete questionnaires and talk with staff on a regular basis about their views. As a result the outside area has been reviewed to provide more opportunities for children to extend their learning in the outdoor environment. The setting also receives support from the local authority providing them with opportunities to critically evaluate the provision enhancing outcomes for children. For example, in the order children's playroom staff removed a table to create floor space for the children to use how they want at the time. Consequently, children use the space well when completing puzzles.

Staff develop positive relationships with parents and carers and show genuine interest when talking about what the children have been doing. Parents are encouraged to be involved in their child's learning completing 'Wow moments' that the children have done at home. In addition they are encouraged to view their child's records and put forward their ideas with regards to their children's next steps in their development. Parents report that they '..feel the staff are professional and very good at communicating with them'. Parents state that the progress their children have made since attending the nursery is excellent, and compared to friends children they are advanced. They feel this is due to the staff and the stimulating activities they provide. The setting has developed good relationships with other early years professionals who are involved with the children which enables staff to tailor activities specifically designed to promote children's achievements.

The setting has a wide range of resources in all areas of the nursery. These are accessible and children are confident to choose for themselves. The environment is welcoming, child friendly and examples of children's creative work is displayed. Staff support children well and encourage them to develop their own ideas. The space is used well enabling children to use the outside area at different times. In addition they have soft play gym which all the children use on a regular basis

promoting their physical development.

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

Children are clearly enjoying their time in the nursery. They participate in a broad range of quality play and learning opportunities. Activities are tailored to their individual needs enabling them to make good progress in all areas of their development and learning. Staff provide good levels of support and quality interaction promoting and enhancing children's learning. For example, during the cooking activity the child says eggs and dregs. A member of staff asks the child can you tell me what those words are doing and the child immediately responds rhyme. This leads to a discussion about other rhyming words extending children's learning. Children are encouraged to develop their own ideas. A child is particularly interested in spiders. The nursery provides a spider web catcher and a member of staff reads a story about a busy spider before involving the children in making a large spider web using wool while singing a spider song. Children are encouraged to identify different shapes such as square, triangle and circle within the web. The children are totally absorbed in the activity and later one of them makes a spider web with staff in the garden. Children enjoy cooking while developing their language skills as they mix the melting chocolate. They talk about the different textures and smells, counting the number of eggs they are putting on their chocolate nest. Children clearly enjoy the activity and staff to link it to their learning about the living eggs that they are observing in the incubator. In addition children learn about life cycles through keeping butterfly eggs. Children confidently talk about the different stages the eggs go through before turning into a butterfly. Staff use books to enhance their learning. Babies are encouraged to explore their environment. Staff rotate toys to maintain their interest while following their home routines with regard to feeding and sleeping. Children throughout the nursery's emotional needs are well met. Staff demonstrate warm and caring approach and children are confident to snuggle up to them whilst listening to stories and playing games. For example, a member of staff sits with a baby encouraging them to explore different musical toys repeating the hand gestures the baby makes. They gurgle and giggle with pleasure.

Staff demonstrate good knowledge of the Early Years Foundation Stage framework. They complete observations both spontaneous and planned using the information gathered to plan the next steps. Children's learning journeys throughout the nursery vary. Some show how the children have met their next steps and the new ones for the future and others do not evidence whether the child has met their planned next step. Therefore, there is no consistency with regard to completing and updating the children's files to ensure every child makes the maximum progress for them.

Children have good opportunities to learn about healthy lifestyles. The older children help prepare their snack and talk about healthy foods. Parents share the provision of food and parents of babies are encouraged to come in during feeding times if they wish. Staff throughout the nursery sit with the children during

mealtimes making them a social occasion. Children have good opportunities to play in the fresh air and develop their physical skills both outdoors and in the soft play gym. They can practise their climbing, rolling and jumping skills in a safe environment. Children have good opportunities to learn how to keep themselves safe. Staff encourage children to take responsibility for their own safety following simple rules such as using walking feet when indoors. Children practice the fire evacuation to ensure their familiar with what to do in an emergency. Children's behaviour is good throughout the nursery given their age and stage of development. They generally share well and are encouraged to be considerate to their friends. Children benefit from the staff being positive role models in the way they speak to each other and the children. They learn about the wider world through projects and discussions. Children explore various festivals such as Chinese New Year and Diwali taking part in practical activities to increase their understanding.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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