

# Chuckle Bunnies Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	218417
<b>Inspection date</b>	22/07/2011
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<b>Setting address</b>	71 Branston Road, Burton-on-Trent, Staffordshire, DE14 3BY
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<b>Email</b>	
<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Chuckle Bunnies Day Nursery in one of three settings run by Associated Nurseries Ltd and registered in 1996. The setting is situated on Branston Road, Burton-on-Trent in Staffordshire. The setting is reached by using a ramp at the front of the building and there is a flight of stairs to the first floor.

The nursery is registered to care for a maximum of 53 children of whom no more than 22 may be under two years old. There are currently 60 children on roll all of whom are in the early years age range. The nursery is registered by Ofsted in the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Sessions are from 7.15am until 6.30pm throughout the year with the exception of bank holidays. The setting supports children who speak English as an additional language. The setting is in receipt of funding for early education places.

There are 15 members of staff who work with the children. Of these, three hold a National Vocational Qualification (NVQ) at level six, two of whom have Early Years Practitioner status (EYPS). Two staff hold a NVQ at level four, seven a NVQ at level three and two hold a NVQ at level two. Two staff are working towards a NVQ at level five and three are working towards a NVQ at level three. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress in this well resourced and stimulating nursery. Staff are committed and provide excellent support for children as they play and learn. All children are fully included in activities as staff have a very thorough knowledge of their individual abilities and needs. The robust policies and procedures evaluate all operational aspects of the nursery ensuring that children's welfare needs are thoroughly protected. A united staff group and management have very high aspirations for quality and their collaborative approach results in continuing improvements being inherent in their delivery of inspired practice.

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

To further improve the high quality early years provision the registered person should consider:

- developing the outdoor environment to offering children further freedom to explore and use their senses.

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

Children are fully safeguarded as staff have a thorough understanding of child protection policies. Staff are confident in their response to any concerns they may have about a child in their care and fully inform parents about their duty of care. Staff recruitment and selection processes are very rigorous and robust ensuring that staff are suitable to protect children's welfare. Staffs' ongoing suitability is very well promoted through highly comprehensive induction and appraisal systems. Management and senior staff provide consistent support for the staff group through regular review of their professional practice and monitoring of their training. Opportunities are provided for staff to reflect on their practice and to contribute towards the evaluation of the effectiveness of the setting.

Resources and premises are of a high quality and form part of the continual review process, ensuring they provide constant stimulation and purpose during children's learning. The documentation and operational procedures are immensely thorough and subject to rigorous and reflective review. Through this, children's progress is very well promoted as all policies clearly reflect their overall needs.

Consistent and ongoing improvements to the quality of care are a continual process that is engaged in by all who have involvement in the setting. This results in an analytical approach which focuses on aspects that promote the most positive impact on children's outcomes. Children's progress is readily shared with their parents through the highly effective communication system that includes exchanging both written and verbal information. Parent views are highly valued and, therefore, they are consistently consulted in all aspects of their child's care.

The partnerships with other professionals are exceptionally well-developed. This promotes consistency and ensures that children who have special educational needs and/or disabilities are provided with high quality support in all aspects of their development and learning. Shared responsibilities enables staff to share their positive practice and disseminate practice beyond the setting. A high staff to child ratio provides children with excellent support that enables their individual needs to be thoroughly met.

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

Children thoroughly enjoy all activities, as these provide additional challenges. Staff make sure these are exciting and stimulating. A highly successful system for planning, observing and assessment is individual to each child and makes sure that their progress is carefully tracked and monitored. This enables staff to provide children with individually targeted support, particularly if additional needs or a gifted child is identified. Consequently, staff have detailed and in depth knowledge of each child's learning preferences. The consistent approach to children's learning, means that their progress is comprehensively tracked and used to plan targeted

learning opportunities. From this, further individual challenges and learning opportunities are planned through targeted next steps. Consequently, each developmental step from baby to self-sufficient pre-school child is carefully recorded and contributes towards the exceptional progress that children make towards the early learning goals. Through all aspects of children's care and learning, staff have very high expectations of what and how children learn.

Activities provide inspired work that can be seen in each care base. Toddlers gain awareness of their surroundings as they explore and enjoy self-directed play. Their physical skills and confidence are very well promoted as they climb steps and tumble down a slope in the soft play area. Pre-school children discuss which materials are attracted to magnets which is further facilitated by their free access to a range of metals. This greatly inspires their curiosity and encourages their excellent problem solving abilities. The premises are used very skilfully to provide a wealth of varied learning experiences with children having access to several rooms and play experiences throughout the session. They explore the world around them as they look for bugs and insects upturning logs and describing how insects react. They scrutinise the structure of a spider's web using magnifiers to examine this more closely. This inspires children to create their own web using knitting wool. They use their mathematical knowledge to discuss strategies of making the web more complex and how they can improve its strength. Although, there are many opportunities for children to explore their surroundings, they are currently unable to dig and investigate what lies under the earth.

Children enjoy a range of home cooked meals and snacks gaining in confidence as they set the table, serve themselves drinks and help clear away afterwards. Children experience a wide range of self-directed play opportunities but staff also present children with planned opportunities that inspire their further play and ideas. They use a range of materials to create imagined situations developing their language skills as they explain to each other what they are doing. They are considerate and kind towards each other and thoroughly enjoy each other's company and support as they play and learn.

Babies who are settling into the setting are given exceptionally sensitive support from staff who work very closely with parents. This promotes the confidence of both parents and children and ensures that children settle very well. Children's health and welfare is very well protected as they learn how to protect themselves in strong sunlight. Staff measure the ultra violet levels before children play outdoors which determines how much children need to cover up to protect their skin. Babies and toddlers seek out staff confidently. There is excellent provision to protect children against illness and infection as the routines are clearly embedded and highly effective. Staff know the individual characters of each child in the setting and use this information instinctively to plan challenging and fulfilling activities that meet their individual needs.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met