

Chuckles Private Day Nursery

Inspection report for early years provision

Unique reference number EY343105
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Inspector Jane Wyncoll

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Type of setting Childcare - Non-Domestic

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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

Chuckles Private Day Nursery is managed by an individual owner. The nursery registered in 2007 and operates from rooms within a building situated on a business park in the Dewsbury area. A maximum of 36 children may attend the nursery at any one time in the early years age group and of these, not more than 12 may be under two years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children access two secure, enclosed outdoor play areas. There are currently 50 children on roll, of these 10 children receive funding for early education. Children attend from the local area. The nursery currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The nursery employs 14 members of staff. All staff hold appropriate level 3 or level 2 early years qualifications and the manager holds level 4 and is working towards the Early Years Professional Status and has completed management training. The nursery is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop well in a safe and secure environment. Comprehensive policies and procedures that the staff understand clearly and implement well, effectively promote children's welfare. Children are successfully included in the setting, as staff on the whole meet their individual needs very well. Overall the nursery provides children with a broad range of effective learning experiences, planned from observations of children's play and interests, which support them to make good progress. The owner and manager are committed to evaluating their practice to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- provide resources and appropriate clothing to enable the youngest children to access the outdoors daily
- explore ways parents can contribute to their children's learning and development records
- develop further systems for tracking the progress of children from their starting points.

The effectiveness of leadership and management of the early years provision

Children's welfare is successfully safeguarded through detailed policies and procedures, which are clearly shared and about which staff knowledge is regularly refreshed and checked. Staff have a good understanding of what to do to protect children and who to go to if they have concerns about a child's well-being. Recruitment procedures ensure all staff are appropriately checked. The majority of staff hold paediatric first aid qualifications to ensure that children can be looked after appropriately in the case of illness or accidents. Entry systems, locks on gates and good supervision makes sure the premises are secure and children are kept safe.

Staff are well deployed in the setting, ensuring that children are provided with close relationships with their key person and other familiar staff. Resources are used effectively to create a stimulating and interesting environment, which promotes children's independence very well. The management team undertake self-evaluation in consultation with staff and parents and clearly identify their strengths and weaknesses, which they highlight in their improvement plan. For example, they recognise that development of resources for numeracy has brought about improvements in children's mathematical skills and they identify developing the outdoor provision for babies as an area for future improvement. Good emphasis is placed on furthering staff development through attending courses, sharing good practice and is supported by working closely with the local advisory teacher and the Every Child a Talker programme. This benefits children as new resources and ideas are introduced, which support their learning. For example, children's sensory experiences are enhanced by introducing natural materials following recent training.

Parents are made to feel very welcome in the setting. Detailed information is collected in discussion with parents when children first start, as well as through communications on a daily basis, so children's needs and routines are provided for very effectively. The nursery supports the needs of diverse families in the setting, very well through regular newsletters, information packs and leaflets, some of these in home languages, meaning that parents know how to support their children's learning at home. Displays of daily routines, recent activities and a digital photograph frame enable parents to share in their children's achievements, as they talk together about what they have been doing at nursery. However, they are not always encouraged to contribute to their children's learning journey files. Close links are created between the nursery and the local children's centre where children gain positive experiences of their wider community by taking part in fun days, alongside other nurseries from the area. Children with special educational needs and/or disabilities are identified and very well supported with appropriate involvement of other professionals, enabling their inclusion into the nursery.

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

Children are confident and happy in the nursery. They have developed good relationships with the staff who respond and listen to what they want to do. Well-organised systems for observing children and recording their achievements in individual learning journeys means that relevant activities are well planned, which meet children's individual needs and stages of development. This supports children to make good progress. Systems for monitoring the progress of children's language are well developed. However, records tracking children's progress in for other areas of learning are not always kept consistently. Children's thinking and imagination is effectively extended as they engage with sensitive staff in a pretend play. Good early reading and writing skills are acquired as they access equipment, such as, stencils and crayons and make marks, spot letters from their names and are encouraged to make the sounds they have been learning in small group phonic sessions. Children develop good mathematical skills through a balance of freely-chosen play and short, practical adult-led activities, as they eagerly explore shapes and colours using different objects and count pictures in a story book. Children are becoming increasingly agile and coordinated because their physical development is well supported. For example, they safely use tools to help them rake the sand for their diggers and trucks. As they choose to move between the indoor and outdoor area, they develop their physical skills further through climbing and balancing on the tyres and planks and crawling through tunnels. Children are developing a good understanding of the world around them as they grow plants outdoors, dig in a soil 'discovery box' and share their thoughts about the snails they have in a tank indoors. Children's need to balance their physical activity with calm times is very well provided for through separate attractively decorated quiet rooms which provide space for children to explore sensory resources, share books or sleep.

Babies are very well cared for by staff who know their needs and establish routines in discussion with parents. A calming, welcoming environment is created through the use of lights, fabrics and natural materials, which means babies are relaxed and settled. A range of appropriate toys, instruments and everyday items are stored at child height for babies to select and the sand pit is easily accessible for children who are crawling to explore. Careful observations by staff of the children in their care ensure that individual needs are provided for when they show particular patterns of play or development stages. For example, large boxes and tubes are found to satisfy children's interest in clambering in and out of spaces. Toddlers develop good physical skills by explore climbing and sit-on equipment outdoors daily, although, this is not always possible for the youngest babies when the weather is inclement.

Children's dietary and health needs are very well met. Good systems for exchanging information with those who prepare food are in place, so that children are provided with food they enjoy and are healthy for them. Children are supported in developing good hygiene practices as they are reminded to wash hands before eating and access the separate toilet area with staff support. Puppets are used effectively in helping children learn to behave very well at nursery and to keep themselves safe. They learn respect for each other's cultures as they share

information about how they celebrate Eid or bonfire night with their families at the weekend. The good progress children make in their language and counting and use of the computer to complete educational programmes is helping them develop good skills for the future.

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

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

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

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

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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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