

Chuckle Bunnies Day Nursery

The Old Vicarage, 35 Vicarage Road, Swadlincote, Derbyshire, DE11 8LG

Inspection date

05/07/2013

Previous inspection date

14/12/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery provides a well-resourced and stimulating environment, to support children's all-round development.
- Staff promote physical development effectively. As a result, children are handling equipment efficiently and gaining good control and coordination of their bodies.
- Staff have established strong partnerships with parents and others, which makes an effective contribution to children's individual care, learning and development.

It is not yet good because

- Children are not always kept emotionally safe and secure because on one occasion the interaction between one of the directors and a staff member did not promote 'good' role modelling. As a result, children's personal, social and emotional development is supported appropriately rather than effectively.
- Staff supervision does not always foster a culture of mutual support to promote the interests of children. This is in particular regard to the supervision of staff by one of the directors. As a result, supervision is not effective in resolving disputes that may arise.
- Children's play is interrupted, as they go into different rooms and outside. As a result, they are not always given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed free play, focused activities, outside play and snack time.
- The inspector went into the main rooms of the nursery.
- The inspector spoke to the two directors by telephone, one of whom is also the manager.
- The inspector had a joint observation with the assistant manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures.
- The inspector spoke to the children and staff and held discussions with the assistant manager and the nursery development manager.

Inspector

Janice Hughes

Full Report

Information about the setting

Chuckle Bunnies Day Nursery was opened in 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and is one of three nurseries run by Associated Nurseries Ltd. It operates from seven rooms on two levels in a converted house in Swadlincote, in Derbyshire. The nursery serves the local and surrounding area and has strong links with local schools. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery is open each weekday from 7.15am to 6.30pm, all year round. Children are able to attend for a variety of sessions. There are currently 109 children on roll, all of whom are within the early years age range. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 25 members of childcare staff. Of whom, 24 hold appropriate early years qualifications. The two directors, one of whom is also the manager, hold Early Years Professional Status. In addition, the manager holds B.Ed (Hons), Qualified Teacher Status, and D32/33. The nursery receives support from the local authority. The nursery is a member of recognised childcare organisations, including the National Day Nursery Association and the National Association of Gifted and Talented Children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's personal, social and emotional development is supported effectively by promoting 'good' role modelling at all times.
- ensure that a culture of mutual support is developed so that any disputes can be raised openly by staff and resolved effectively.

To further improve the quality of the early years provision the provider should:

- ensure children's play is as uninterrupted as possible when going into different rooms and outside. Give them sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, staff have a sound understanding of children's learning and development and the requirements of the Statutory framework for the Early Years Foundation Stage. Teaching in the nursery is suitable and developmentally appropriate. Staff are committed to their roles of providing for the children's learning. They are aware of children's starting points and their capabilities from the information parents provide when their child first starts at the nursery and the initial assessments staff complete. As a result, children settle quickly into the nursery because they are interested and well motivated. Staff continually teach, observe and assess children on a regular basis. They analyse the information they gather to identify the next steps in children's learning and to inform planning. Staff provide, generally, a sound educational programme that mainly challenges children's individual learning. This leads to children making good gains in most of their learning and development and prepares them appropriately for their next stage. This is because the staff are dedicated and committed to the children's learning and development. The nursery has appropriate procedures in place to complete the 'progress check at age two', so they can identify when early intervention is needed. This means children receive the appropriate support to meet their learning needs.

Children are active and enjoy their learning. They concentrate and listen to instructions and independently choose their play. They are engaged and show curiosity. However, the children's play is interrupted when they have to stop to change rooms, go outside and tidy away the toys they have been playing with. For example, children are playing imaginatively on the pirate's ship and are asked to tidy away so they can go into the next room. Children do so willingly but show disappointment on their faces. As a result of play being interrupted, the children are not given sufficient time to pursue their learning, or to complete or return to their activities to their satisfaction.

Staff foster children's communication and language, generally well, they ask open ended questions, hold purposeful conversations and encourage older children to talk about what they have been doing. For example, children tell the inspector about the frog they found. They told her where they found it and that they called it 'Jumper, because it always jumps'. Children enjoy looking at books, they sit with staff and turn the pages carefully and talk about the pictures. Staff encourage this well and snuggle to read stories, they use puppets and story sacks to help younger children to concentrate. Children's physical development is good. Children have many opportunities to use a variety of different tools in the studio. Here, they use small construction toys, thread beads, draw with chalks and create pictures using glue spreaders. These help children to develop their handling skills well. Babies and younger children use shape sorters and puzzles to help with their fine handling of items and enjoy beginning to hold thick crayons to help them make marks. Older children use pencils correctly to form letters of the alphabet and write their names accurately. Children use the garden to enhance their movement skills and they are gaining good control and coordination of their bodies. They enjoy climbing and balancing on the climbing frame. Staff provide different equipment to help children learn to throw and catch. For instance, they throw the number dice, which also helps children to recognise

numbers.

Counting and problem solving is supported, generally well. Children enjoy using equipment to help them understand mathematical concepts, such as sequences, number games and puzzles and the abacus. There is also a computer where children play number games, as well as games to help their development of literacy and technology skills. Children love being outside and become involved in the natural world. They hunt for bugs, grow potatoes and enjoy the water and sand play. Babies have daily sessions in the garden and enjoy the sensory area, where they can smell and touch the different plants. This adds to their sensory activities in their room. For example, they enjoy feeling the shredded paper, they laugh and giggle as it drops onto their heads. Staff support expressive arts and design appropriately. Children use different materials and media. For example, they print using wellington boots and stick shiny paper and glittery paint to create their pictures.

Children's learning journal records, contain observations of their achievements and these are always available for parents to see. Parents have regular opportunities to review their children's progress, both informally, at drop off and pick up times, and formally at parents' evenings. Parents are given suggestions of how they can assist with their child's learning at home. For example, children bring home a bear called 'Barnaby'. Parents are asked to talk to their child about 'Barnaby' and write in 'Barnaby's Adventure Book', what he has been doing. As a result, parents can share the experiences they have at home with nursery staff, which helps children's learning.

The contribution of the early years provision to the well-being of children

The key person system helps children to settle and form appropriate emotional attachments with those staff members. On the whole, staff promote children's sense of security and help them feel safe. This is because most of the time staff are good role models and build strong relationships with children. However, on one occasion staff behaviour did not set a good example to children. On this occasion the interaction between one of the directors and a staff member left them both upset. While the director left the room meaning that children were not aware of his distress, children did become aware of the distress of the staff member responsible for their care at that time. Consequently, children's personal, social and emotional development is supported appropriately rather than effectively promoted. Babies' routines are discussed with parents when their child starts and at regular intervals to help staff to ensure their changing developmental needs are met. Daily feedback sheets include information about children's sleeps, feeds and nappy changes. This ensures parents are aware of their child's day and helps to promote continuity in care.

Children throughout the nursery are well supported when they transfer to new care groups because staff handle transitions carefully and sensitively. This ensures children do not lose confidence when in a new care group. Transition processes are further enhanced to help children move from one setting to another. This is achieved through systems that ensure that children's achievements and information about their personalities are passed on to other settings to provide continuity of care.

Children are cared for in an environment which is well set out and has suitable, age-appropriate activities for them to play with. Older children move around throughout the day to participate in various activities offered across different rooms, such as the imaginative play room, studio and 'Georgian' room. This organisation does at times interrupt children's learning and prevents them from returning to their play. Consequently, this prevents them from being fully engaged in what they are doing for prolonged periods. Children are independent and choose their own play in each room, from a selection of high quality toys and resources that cover all areas of learning. The toys are stored in easily accessible drawers or boxes that are well labelled. Children's behaviour is supported appropriately by discussions with staff about not hurting their friends and how children can resolve their disagreements.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Appropriate processes are in place to inform staff of any health or dietary requirements the children may have and there are thorough records of accidents and any medication administered. The nursery provides healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. The lunchtime is relaxed and children are developing self-help skills as the older children help serve their food and they are using utensils well. Babies are encouraged to feed themselves and use spoons independently. Children take part in a range of physical activities, both indoors and outdoors. This supports children's understanding of the importance of regular exercise and a healthy lifestyle.

Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery's 'golden rules' and are encouraged to tidy up after themselves. Staff provide activities to help children learn about safety, such as through role-play. For example, children learn that they should not touch the cooker or kettle at home because it will burn them. They participate in regular fire drills, which helps them to be aware of keeping themselves safe in an emergency. Staff provide activities for children to learn about road safety. They borrow road safety equipment, such as zebra crossings and traffic lights. As a result, children can practise crossing the road safely.

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

This inspection took place due to concerns raised about one of the directors and negative interactions with staff, of which one incident may have taken place in front of children. The inspection found that the requirements of the Early Years Foundation Stage were not being fully met in respect of the supervision of staff by the director and that on one occasion this was in front of children. Nonetheless, children remain suitably safeguarded. Staff have a suitable understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. They are vigilant and seek to protect the children and prioritise safety. There are systems in place to ensure that staff are appropriately qualified and/or have the necessary skills for their role. The relevant checks are carried out to ensure staff are suitable to work with children. Staff are aware of the procedures for dealing with child protection concerns. They ensure access to the premises is secure for example, staff, children and visitors are signed in

when entering the nursery and out when they depart. A range of policies and procedures are in place and records are completed to help ensure children's health and safety needs are sufficiently well met. Staff take responsibility for safety and continually risk assess to help ensure children's health and safety in each room, as well as outside. Maintenance of the building is suitable and broken furniture or door parts are replaced or repaired quickly.

A suitable self-evaluation of the nursery is in place, in order to identify priorities for development and improve the quality of care for children. The management team are suitably aware of the nursery's strengths and areas in need of further development. For example, they are developing the use of, 'best practice videos', as part of the induction process to enable new staff to develop more swiftly, which was the recommendation from the last inspection. Staff are supported in their continuous professional development through completing formal qualifications where appropriate and other types of training courses. This contributes to improving their knowledge and developing their teaching skills. Staff performance reviews and appraisals provide support and training for staff to help improve the activities they provide for children. However, the way staff are supervised by one of the directors does not always foster a culture of mutual support between that director and staff, to promote the interests of children. Some members of staff have reported that they do not find this director approachable. Some of these staff have reported incidents where they have become very upset by comments, and the way in which the comments have been made by this director regarding aspects of their performance and personal traits that they dispute. Unfortunately, current systems have not enabled staff to make their line managers aware of their feelings and the comments that they dispute. As a result, supervision is not effective in resolving disputes that may arise. Adequate processes for monitoring and evaluating the nursery's practice are in place. There are processes in place to monitor the children's achievements frequently. This is done using developmental statements that have been developed over time, alongside information from Development matters in the Early Years Foundation Stage to help assess the children's achievements. As a result, managers have found that the children are progressing appropriately within the expected bands for development.

Staff have established strong partnerships with parents. Parents share what they know about their child and become involved in their child's learning. On their child's entry to the nursery parents are provided with the opportunity to see relevant policies and procedures. Parents can review detailed notice boards to gain further information about the nursery and the Statutory framework for the Early Years Foundation Stage. Parents are aware of the nursery's complaints procedure. Processes are in place to liaise with other providers where the children attend, to ensure information is shared about their learning. The assistant manager also understands the importance of liaising with other professionals, such as the local authority improvement officer.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY295986
Local authority	Derbyshire
Inspection number	925602
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	109
Name of provider	Associated Nurseries Limited
Date of previous inspection	14/12/2012
Telephone number	01283 552711

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Store St
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M1 2WD

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