

Chuckles Day Nursery

Budmouth Technology College, Chickerell Road, Weymouth, Dorset, DT4 9SY



Inspection date

16 February 2015

Previous inspection date

21 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management failed to notify Ofsted of a change to the manager.
- The manager has not fully established effective supervision arrangements to ensure she monitors all aspects of staff practice and children's development. For example, some children's assessments are not fully up to date, which means not all staff have the information they need to promote children's learning effectively.
- Staff have not fully developed effective methods of gathering information about children's capabilities from parents to promote their development from the outset.
- Staff do not consistently and promptly share information with all providers children attend in order to fully promote continuity in their care and learning.
- Management's self-evaluation is not fully effective in identifying all aspects of practice for further improvement.

It has the following strengths

- Staff promote children's emotional well-being effectively. They are friendly, caring and reassuring. Children respond happily to them and settle easily to play.
- Staff develop positive relationships with parents, who comment that staff are friendly and approachable, their children are happy and settled, and they receive information about their achievements.
- Staff promote children's good health through exciting physical play activities. Children enjoyed climbing on the soft play equipment and had fun splashing in puddles.
- Staff complete safeguarding training and demonstrate a clear understanding of child protection issues and procedures. This helps to promote children's welfare.

What the setting needs to do to improve further

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

- improve the quality and frequency of staff supervision to ensure all staff consistently monitor children's progress and fully promote their individual learning needs.

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

- strengthen the arrangements for sharing information with other providers children attend, to fully maintain continuity in children's care and learning
- review and develop arrangements for seeking information from parents about their children's abilities to fully support their learning when they first attend
- develop self-evaluation systems to identify and address any areas for improvement.

Inspection activities

- The inspector observed children's interactions with staff indoors and outdoors.
- The inspector had discussions with the manager, staff and children.
- The inspector viewed documentation, such as the operational policies and procedures, required records and evidence of staff suitability.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector undertook a joint observation with the manager.

Inspector

Mary Daniel

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children make steady progress in their learning. However, staff do not consistently monitor children's development so that they can promote and challenge their learning effectively. Staff do not gather information consistently from all parents regarding children's development so they can plan their learning from the outset. Staff liaise with some agencies involved in children's care. However, they do not always initiate contact promptly with all providers that children attend, to help provide continuity for children. Nevertheless, staff know how children learn and provide play activities that motivate their interests and support their learning. Staff recognised the pre-school children's interest in dinosaurs so planned related activities, such as making dinosaur biscuits. They encouraged children to say the names of the dinosaurs, such as triceratops and diplodocus, which promoted their language skills. Toddlers enjoyed exploring the role-play hospital, which encouraged their imagination. Staff blew bubbles for babies, who eagerly reached out for these and showed surprise and delight as the bubbles popped and disappeared. These activities actively encouraged children's participation and learning.

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

Although there are weaknesses in the provision, staff provide a welcoming play environment where children happily explore toys and resources. Staff deployment is effective, which promotes children's safety. Staff encourage children's independence, for example with putting on their shoes and coats. Staff promote children's good behaviour well and praise them often, such as for helping to tidy up or for individual achievements. This boosts children's self-esteem and confidence in their abilities. They take turns and play cooperatively, which prepares them suitably for school.

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

Management and staff have an appropriate awareness of most of the requirements of the Early Years Foundation Stage. They are keen to make improvements and they evaluate the effectiveness of planned activities on children's learning. However, management do not evaluate all aspects of practice effectively. Consequently, they do not meet all the requirements. Management have not informed Ofsted of a change to the manager. However, the impact of this is minimal as the manager is qualified and suitable for her role. On this occasion, Ofsted does not intend to take any action. The manager completes annual appraisals but does not regularly supervise staff practice. Consequently, she is not aware that they do not consistently monitor children's progression. Nevertheless, management implement clear recruitment procedures to ensure staff suitability and understanding of their roles. Management promote ongoing training and staff work well together as a team.

Setting details

Unique reference number	140989
Local authority	Dorset
Inspection number	841454
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	55
Name of provider	Budmouth Ltd
Date of previous inspection	21 April 2011
Telephone number	01305 761232

Chuckles Day Nursery registered in 1989. It is privately owned and managed by Budmouth College and is situated in the college grounds in Weymouth, Dorset. The nursery is open Monday to Friday from 8am to 5.30pm for 51 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. There is an overall manager and 17 staff employed, of whom one holds Qualified Teacher Status in early years, two hold childcare qualifications at level 4, and 13 hold childcare qualifications at level 3.

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.

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