

Chuckles Pre-School

Keldholme Lane Community Centre, Gillamoor Court, Alvaston, Derby, Derbyshire,
DE24 0RU



Inspection date

Previous inspection date

16 December 2015

29 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The provider has not made sure that there is a member of staff who has a current paediatric first-aid qualification on the premises at all times.
- Staff do not assess what children already know and can do accurately. They do not have precise information on which to base their planning for children's next steps in learning. Activities provided are not matched precisely enough to children's individual learning needs and do not support them to make consistently good progress.
- Systems to monitor the quality of staff's practice and drive improvement are not effective enough to ensure that children are consistently provided with good quality learning opportunities.
- Staff do not support parents effectively to guide their children's learning at home. They do not give parents enough information about what they plan for children to learn next.

It has the following strengths

- Children have strong attachments to staff. They demonstrate that they are happy and comfortable in their care. Parents and carers speak positively about how their children enjoy coming to the pre-school.
- Staff take action to minimise potential hazards in the environment and supervise children effectively. They also have a secure knowledge of child protection issues.
- Staff provide regular opportunities to children to play outside and enjoy fresh air and exercise. Children are able to choose for themselves whether they play indoors or outdoors.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that at least one person who has a relevant and current paediatric first-aid certificate is on the premises at all times when children are present 	29/01/2016
<ul style="list-style-type: none"> ■ improve assessments to clearly understand children's level of achievement and to shape appropriate learning experiences for each child 	03/06/2016
<ul style="list-style-type: none"> ■ improve planning and provide activities that are challenging, take into account children's stage of development and promote good progress in their learning. 	03/06/2016

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

- build further on the arrangements for monitoring the quality of teaching and raising the standard of staff's practice to a consistently good level
- provide more information and support that help parents guide their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The designated child protection officer has a clear understanding of her role, including what to do if there is an allegation against a member of staff. There are appropriate checks on adults to help establish their suitability to work with children. At the time of the inspection, none of the three staff working in the setting had a current paediatric first-aid qualification. However, any potential risk of children not receiving the treatment they need is minimised because the manager has recently completed a general first-aid course which included learning about common childhood issues and injuries. The manager carries out regular supervision sessions with staff. However, she does not evaluate the quality of teaching thoroughly enough to help staff improve. Assessments and planning are not effective enough to consistently support children to make good progress.

Quality of teaching, learning and assessment requires improvement

Staff do not always accurately assess children's stage of development. They do not always establish precisely enough what children know and can do. As a result, the activities that staff plan lack sufficient challenge and do not help children to move forward quickly enough in their learning. However, children demonstrate independence within the setting. They decide which activities they want to do and are comfortable to join others in play. They attempt to put on their coat and do up the zip. They practise their early writing skills indoors and outside. They explore which writing materials work best on which type of paper. Staff provide parents and carers with regular information about what their children are learning. However, they do not always provide parents with enough information about what children need to learn next, so they can help to guide their learning at home.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching and the mundane activities offered mean that children are not yet making consistently good progress in their personal development. However, they do behave well and learn some useful skills for the future. Staff are friendly in their interactions with children and are positive role models. Children develop their imagination appropriately. For example, they act out real-life situations as they play with small-world toys. Staff provide some effective support for children as they move on to school. They arrange to take children to visit the school and for teachers to visit them at the pre-school. Staff suitably promote healthy lifestyles. They make sure children spend time in the fresh air and provide them with healthy food choices.

Outcomes for children require improvement

Children, including those in receipt of funded education, make some progress and develop some of the skills they need for their future learning. However, a lack of well-planned learning opportunities that are accurately matched to children's individual learning needs means that they do not yet make consistently good progress.

Setting details

Unique reference number	206128
Local authority	Derby, City of
Inspection number	1028328
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	13
Name of provider	Diane Rowley Rowley
Date of previous inspection	29 April 2013
Telephone number	01332 756918

Chuckles Pre-School was registered in 1986. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

