

Chuckles Day Nursery

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



Inspection date	28 January 2016
Previous inspection date	16 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have made sure that high-quality, frequent supervision and consistent monitoring of children's progress have helped to raise the quality of the provision significantly since the previous inspection.
- There is an effective key-person system in place. This helps to promote children's welfare and emotional development. Effective care practices help children to form secure attachments with staff and to feel safe.
- Staff work in strong partnership with parents, external agencies, early years providers and schools. Children receive very good support, which contributes to meeting their needs successfully and improving outcomes.
- Staff use their accurate assessments from their observations of children, alongside input from parents, to support children's progress effectively. They plan a wide range of activities that meet children's individual learning needs. All children make good progress from their starting points.

It is not yet outstanding because:

- Although the management and staff monitor children's individual progress effectively, they do not use the information fully to monitor the progress made by groups of children, to help them evaluate the effectiveness of learning overall.
- Occasionally, some staff miss opportunities to promote children's mathematical language as they support them in their play and activities.

What the setting needs to do to improve further

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

- build on monitoring and assessment processes to focus more on how groups of children are progressing
- make the most of all opportunities for children to use mathematical language during play and activities.

Inspection activities

- The inspector observed the quality of teaching and the impact of this on children's learning.
- The inspector sampled a range of documentation, including children's learning records and the setting's self-evaluation.
- The inspector carried out a joint observation and an interview with the manager.
- The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector took into account the parents' views through written comments and by speaking to some parents during the inspection.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a very good understanding of their responsibilities and are knowledgeable about safeguarding issues. They are clear on the reporting procedures to follow should they have a concern about a child's welfare. They teach children how to be safe in various situations and carry out thorough risk assessments to provide a safe and secure environment. Managers have implemented clear systems to evaluate practice and identify areas for development. This has led to improving aspects of each room so that children fully utilise all resources. Through training opportunities, staff develop their knowledge and skills, which has had a positive impact on children's communication and language. The management and staff team have addressed the action and recommendations that were made at the last inspection. They now have effective systems to share information with other early years providers when children's care and learning are shared. Parents now provide information about their children's starting points from the outset, which helps with planning.

Quality of teaching, learning and assessment is good

Staff have a clear understanding of the learning and development requirements. They provide a broad range of activities and play resources, which interest the children and support their learning. Staff introduce new words, such as 'toucan', as they read the children a story. Young children concentrate and learn the importance of taking turns, for example, as they roll a ball to knock over plastic bottles. They squeal happily as the bottles tumble over and hug their friends as they help them to stand the bottles up again. Staff place a strong emphasis on promoting children's communication and language skills, for example, by repeating sounds that babies make.

Personal development, behaviour and welfare are good

Staff create a warm and nurturing environment, where children settle quickly and are happy. Children behave well. Older children are beginning to resolve minor issues independently, as they are encouraged to think about their feelings and the feelings of others. Staff teach the children about the importance of being healthy, for example, through discussion and following thorough hygiene routines. They have daily opportunities to develop their physical skills and benefit from fresh air and exercise.

Outcomes for children are good

Children are well motivated to learn. They have many opportunities to make choices and decisions in their play, which helps them to develop their independence. They gain the key skills they need in preparation for their future learning and school.

Setting details

Unique reference number	140989
Local authority	Dorset
Inspection number	1007250
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	59
Number of children on roll	67
Name of provider	Budmouth Limited
Date of previous inspection	16 February 2015
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 14 staff employed, of whom one holds Qualified Teacher Status, two hold childcare qualifications at level 4, and 10 hold childcare qualifications at level 3.

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