

# Chuckles Private Day Nursery



Bretton Street Enterprise Centre, Bretton Street, DEWSBURY, West Yorkshire, WF12 9DB

<b>Inspection date</b>	16 March 2016
Previous inspection date	7 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff establish good working partnerships with teachers from the local schools. Children benefit from good continuity in their care and development and gain the key skills they will need for their move on to school.
- Children who enter the nursery with skills below those of others are making good progress. This is because staff use additional funding well to help them catch up with their peers.
- Staff work effectively with parents and a range of professionals so that children's health and progress can be monitored collaboratively. Children with special educational needs are supported well.
- Staff regularly observe children and plan for their next steps in learning. Assessments are accurate and show that all children are making continuous progress from their individual starting points.
- The learning environment is well organised and children have access to quality resources. Staff offer a good balance between indoor and outdoor play, as children move freely between the two areas. Children demonstrate their eagerness to participate in different activities that help to develop their physical skills.

### It is not yet outstanding because:

- The supervision arrangements do not always focus precisely enough on how staff can further enrich their professional knowledge and enhance aspects of their teaching skills.

## What the setting needs to do to improve further

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

- strengthen the good systems for evaluating staff's practice and support them to enhance their skills so that teaching is improving rapidly.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' written views on the quality of the provision.

### Inspector

Jane Tucker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider, manager and staff have a secure knowledge of the signs and symptoms of abuse and how to report their concerns. The provider uses good employment, induction and monitoring procedures to help ensure that staff are suitable for their role. Staff are qualified and experienced. They attend mandatory training so that they have a good knowledge of how to support children's safety and well-being. The manager tracks children's development. Any gaps in learning are quickly recognised and appropriate interventions are put in place. The manager and provider are successfully embedding a culture of reflective practice. Staff are always looking for ways to improve their individual rooms and the nursery as a whole.

### Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff in the pre-school room skilfully interact with older children as they play. They give options to extend older children's learning and know when to stand back to encourage independent ideas. Older children display enthusiasm and become engrossed in their activities as they use a range of resources to create a superhero's car. Staff know children very well and plan learning opportunities based around their interests and individual needs. They provide a good range of opportunities for children to practise their early literacy skills. Older children excitedly join in with group activities where they learn how to link sounds to letters. They make marks on paper as they attempt to write the letters of the alphabet. Babies use their fingers to explore paint and they have a go at copying actions when they sing songs and rhymes.

### Personal development, behaviour and welfare are good

Staff work well together and are good role models for children. They nurture friendships and cooperative play. Children learn to share and take turns. Their behaviour is good because they are busy, engaged and happy in their play. Staff successfully promote children's good health. Children benefit from eating nutritious meals which are freshly prepared by the nursery cook. They practise good hygiene routines. At mealtimes, older children show good levels of independence. They serve their own food and decide when they want to stop their play to eat their snack. Staff encourage children to learn about different cultures and festivals. Children are developing positive attitudes to others. Staff display children's work. This contributes to their emotional well-being, as children have a sense of belonging and pride in their achievements. Older children are confident to explore challenges and learn to take measured risks. They balance on beams, step in and out of tyres and climb onto boxes, all under close staff supervision.

### Outcomes for children are good

All children are developing skills that will enhance their future learning. Older children display good levels of engagement and motivation to learn. They use their imagination and show how they can confidently make decisions about how to approach a task. Babies and older children develop good skills in early mathematics. They count and recognise size and colours correctly during activities. All children are working comfortably within the range of development typical for their age.

## Setting details

<b>Unique reference number</b>	EY343105
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	857274
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Faye Melanie Wilson
<b>Date of previous inspection</b>	7 November 2011
<b>Telephone number</b>	01924 452 547

Chuckles Private Day Nursery was registered in 2007. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children with special educational needs.

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