

# Chuckles Pre-School

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



<b>Inspection date</b>	19 July 2016
Previous inspection date	16 December 2015

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

- The manager and staff work closely with parents. They provide them with regular information about their children's progress and how they can complement their learning at home.
- The manager has a positive drive to continue improving outcomes for children. She and her team have worked effectively since the previous inspection to ensure all previous actions and recommendations have been met. They have made effective changes to improve the quality of the pre-school.
- Staff are warm and caring and children form secure attachments with them. The key-person system effectively helps to support children's personal, social and emotional development effectively.
- Staff use observations of children's achievements well. They complete precise and accurate assessments of children's learning. They identify children's next steps in their development. Children are making good progress in their learning.
- The manager and staff are positive role models. They take great care to ensure children behave well. They grow in confidence and are kind, tolerant and respectful as they play alongside each other.

### It is not yet outstanding because:

- Occasionally, staff do not give the children the time they need to become engrossed in their chosen play. They move them on to different activities too quickly. They do not let the children expand, refine and finish what they have already started.
- Staff do not consistently build on children's speaking and conversation skills. They do not give the children enough time to talk about their own experiences.

## What the setting needs to do to improve further

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

- increase opportunities for children to become deeply involved in their play and have uninterrupted time to explore their chosen activity
- provide children with even more opportunities to increase their speaking and conversations skills.

### Inspection activities

- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector observed activities in the playroom and in the outside play area. She carried out a joint observation with the manager.
- The inspector looked at children's learning records, their assessments and the planning documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback to the provider.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She also looked at the policies and procedures and the manager's self-evaluation documentation, including the improvement plan.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow if they have any concerns for a child's welfare. The manager ensures that all staff attend regular safeguarding training so that their knowledge is current and they understand their responsibility to safeguard children. The manager implements robust recruitment and induction procedures to ensure staff's suitability. The manager and staff work as a strong team and are committed to continuous professional development. Supervision of staff practice works well to provide good support, mentoring and training opportunities. The manager monitors and tracks children's individual development carefully, so that she can close any gaps in children's learning quickly. There are strong partnerships with a range of professionals. Links with the primary school help to prepare children well for the next stage of their education.

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

The manager and staff are well experienced and passionate about their role. They have a good understanding of child development and how to promote children's learning through play. Overall, teaching is good. Staff are enthusiastic and interact with children in many ways to help promote their learning. Staff encourage children to develop their communication and language skills. They provide younger children with a running commentary of what they are doing and introduce new words to enhance older children's vocabulary. Staff encourage children to investigate new things. For example, children are excited as they play in the water. They count and estimate as they pour and empty containers, talking about whether objects will float or sink. Furthermore, children explore the paint and make patterns and twirling marks, using their imagination well to pretend the marks become snakes and crocodiles.

### Personal development, behaviour and welfare are good

Staff provide a friendly, welcoming and well-resourced environment. Children demonstrate that they are settled and comfortable in their surroundings and move around the room at ease. They are growing in independence and staff help them to use their self-help skills effectively. Staff encourage children to learn about being safe and use everyday opportunities well. For example, they talk to children about wearing sun hats and cream to protect them from the sun. Staff support children to understand the benefits of a healthy lifestyle. For example, children recognise the importance of washing their hands and enthusiastically talk about how eating fruit makes them big and strong. Children benefit from physical exercise. They have regular access outside and visit a local park that provides suitable risk and challenge.

### Outcomes for children are good

Children develop a positive attitude towards their learning and make good progress from their initial starting points. They are well prepared for the next stage in their learning, including starting school. They are sociable and confident. Older children are developing good literacy skills. They are learning how to write their name and sit and listen to well-read stories.

## Setting details

<b>Unique reference number</b>	206128
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1035209
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Diane Rowley Rowley
<b>Registered person unique reference number</b>	RP512493
<b>Date of previous inspection</b>	16 December 2015
<b>Telephone number</b>	01332 756918

Chuckles Pre-School was registered in 1992. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. There are three members of staff. Of these, two hold an early years qualification at level 2 or 3. One member of staff is unqualified. The pre-school receives funding to provide free early years education for three- and four-year-old children.

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