

# Chuckles Day Nursery

Lime Grove, Solihull, B37 7PY



<b>Inspection date</b>	11 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The interests of children and their families are not promoted well enough. Key persons do not always ensure that the care provided is tailored to meet each family's needs.
- Staff are not supported well enough in their roles. They do not fully understand their responsibility to promote children's welfare and provide good quality learning experiences.
- Partnerships with parents are not always successful. Information about children's individual needs is not always shared between the setting and home. Furthermore, parents' requests for the care of their children are not always adhered to or followed. Children do not consistently benefit from continuity in their care and learning.
- Leaders and managers do not follow the complaints process for the setting appropriately. They do not investigate written complaints in a timely way in order to notify the complainant of the outcome.
- Babies and young children do not make consistently good progress. Staff do not always make good use of observation and assessment to provide activities which will enhance and support their individual learning needs.
- Leaders and manager's overview of the quality of the provision is not good enough. Self-evaluation and monitoring processes do not ensure that all the weaknesses are identified and swiftly addressed.

### It has the following strengths

- Children generally enjoy their time at the setting. The environment is bright, welcoming and well laid out.
- Children learn about respect, tolerance and acceptance. Staff promote equality and diversity. Children's backgrounds, cultures and languages are valued and celebrated.

## 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
■ develop the key person system and develop relationships with children and their families to ensure that the care provided is tailored to promote their interests and meet their individual needs	30/09/2016
■ improve the arrangements for the supervision of staff and ensure that staff fully understand their roles and responsibilities in order to promote children's welfare effectively and provide good quality learning experiences	30/09/2016
■ improve partnerships with parents to establish a two-way flow of information about children's care and learning to promote continuity between the setting and home and ensure that parents requests for the care of their child are strictly adhered to	30/09/2016
■ ensure that all written complaints are investigated in a timely way and the complainant is notified of the outcome within 28 days	31/08/2016
■ make better use of the information obtained from observation and assessment to provide stimulating and exciting activities that meet the development and individual learning needs of babies and young children.	31/10/2016

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

- strengthen the self-evaluation and monitoring processes and ensure that all weaknesses are identified and swiftly addressed to improve the outcomes for children and raise the quality of the provision.

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outside. She 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 management team. 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 spoke to a small selection of children and parents during the inspection and took account of their views.

## **Inspector**

Josephine Heath

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. Sometimes, staff fail to ensure a two-way flow of information about children's care needs is shared with parents. Occasionally, messages given to staff from parents are not passed on, which results in staff acting against parents' wishes. This potentially puts children at risk of harm. Furthermore, on occasions when written complaints are made by parents, the management team does not always investigate and respond in a timely way. The arrangements for the supervision of staff are not good enough. Although staff attend supervision meetings and benefit from some training opportunities they still do not fully understand their roles and responsibilities. This means children's well-being is not effectively promoted and they do not benefit from consistently good quality learning experiences. The management team and staff's knowledge of child protection procedures and safeguarding legislation is adequate. This means children are kept safe from some types of harm. The self-evaluation and monitoring processes do not help to ensure that all weaknesses are identified and swiftly addressed. Although managers do aspire to develop the provision, they are yet to take effective action to improve the outcomes for children and achieve good standards.

### **Quality of teaching, learning and assessment requires improvement**

Staff know children fairly well. Observation and assessments of children's learning are routinely taking place. However, staff do not make the best use of this information to promote the learning of babies and young children. Babies and young children are not consistently motivated and inspired to learn. Sometimes, they have little interest in certain activities and walk away. In addition, there are times when they are prevented from exploring and becoming absorbed in their learning as staff quickly pack an activity away or move them on to something else. Nevertheless, babies and young children enjoy opportunities to be creative and use their imaginations. Staff provide a variety of media and materials for them to experiment with, such as colouring pencils, paints, sand and water. In the pre-school room staff understand how children learn and provide suitable challenges to enhance their skills. For example, older children greatly enjoy learning about and investigating animals and objects that you find at the seaside. Staff ask them questions, allow them time to respond and provide explanations to enhance their learning. This helps to expand their understanding of the world. The management team has a basic overview of the progress individual children make. All children requiring additional support are offered the help they need. However, information about children's learning is not consistently shared well enough with parents. Children do not always benefit from continuity in their learning and development between the setting and home.

### **Personal development, behaviour and welfare are inadequate**

Children's welfare is not effectively promoted. Key persons do not always develop good relationships with children and their families in order to successfully promote their interests and needs. Occasionally, this results in parents' requests for children not to take part in certain activities, such as outings, not being adhered to. Children's emotional and physical well-being are promoted adequately in other ways. Staff are generally kind,

caring and friendly. Children are settled and usually happy. This demonstrates that they feel safe and secure. Staff teach children about the importance of being healthy. For example, nutritional meals and snacks are offered, good hygiene routines are adopted and children benefit from opportunities to take exercise.

### **Outcomes for children require improvement**

Teaching is variable. Younger children and babies do not make good enough progress in their learning. They are not always eager to join in and have a go. They often get quickly distracted and struggle to persist with activities. Older children, however, are keen learners. They are inquisitive and make links in their learning. They are developing good literacy and numeracy skills. They can count, recognise and order numbers up to 10. They also enjoy singing familiar songs, listening to stories and making marks with a range of materials. All children are confident and are becoming quickly independent. They learn to behave well. They play nicely with others and follow simple rules and boundaries. Children are developing skills in communication and language. They learn to express themselves in a range of different ways. In the main, children are developing the skills required for the next stage of their learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY494679
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1026638
<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
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	130
<b>Number of children on roll</b>	153
<b>Name of registered person</b>	Coleshill Heath School Governing Body
<b>Registered person unique reference number</b>	RP903805
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 779 8073

Chuckles Day Nursery was registered in 2016. The nursery employs 24 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status, two with level 4, two with level 5 and one with level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who have special educational needs or disability.

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