

Chuckles Day Nursery

Lime Grove, Solihull, B37 7PY



Inspection date	5 January 2017
Previous inspection date	11 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and managers have worked very hard to raise the quality of the nursery to a high standard. They have embedded a culture of self-evaluation to maintain continuous improvement and achieve good outcomes for children.
- Staff provide good quality teaching with stimulating learning experiences that children enjoy. They engage children well and ensure their individual needs are met effectively at all times.
- Staff make accurate assessments of children's development and use information effectively to plan for further learning. They include many tailored strategies and ensure gaps in children's learning close considerably.
- Children are cared for in an inviting, cheerful environment. They have opportunities to explore their surroundings and develop good independence skills. They learn to treat others with respect and take turns at sharing resources.
- The partnerships with parents are successful. Parents contribute to the initial assessment of their child's development. Key persons provide regular feedback about children's development and they invite parents to share what they do at home in order to support children's learning.

It is not yet outstanding because:

- Staff do not always use effective questioning to develop children's thinking skills and creativity.
- There are relatively few resources in the outside space for children to continue spontaneously with their learning activities.

What the setting needs to do to improve further

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

- develop staff's use of more effective questioning to promote children's thinking and creative skills
- enhance the outdoor play space to enable children to continue with their learning experiences in all areas.

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 joint observations with the deputy manager of the nursery.
- The inspector held a meeting with the provider, who is the headteacher of the school, the deputy head of the school, who takes responsibility for the nursery, and the deputy manager of the nursery.
- The inspector looked at relevant documentation, such as policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents, children and staff during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

Leaders provide good leadership and support for the running of the nursery. Since the last inspection they have worked conscientiously to empower staff to evaluate and improve their practice. Staff have had opportunities to liaise with and visit outstanding settings. This has helped them to enhance their skills in their work with children. Consistent performance management and regular training enable staff to achieve good outcomes for children, such as reducing gaps in their language development. Leaders have taken effective steps to address the actions and recommendations from the last inspection successfully. The requirements of the early years foundation stage are well met and children's welfare is promoted competently. Staff are confident about their roles and maintain good communication with parents. They are kept well informed about procedures in the nursery. The arrangements for safeguarding are effective. Leaders and managers receive regular communication from the local authority about procedures and changes. They ensure staff are well informed about their responsibilities to keep children safe from harm.

Quality of teaching, learning and assessment is good

Staff provide stimulating learning experiences and engage children well during activities. For example, staff support older children skilfully to explore textures and changes in frozen ice cubes. Children remain focused as they make marks on the frosty surface of large trays. There is a strong emphasis throughout the nursery on promoting children's language skills. Children aged two years enjoy singing nursery rhymes with related actions. Children in the baby room listen while staff read to them quietly and allow time for them to look at pictures. The interaction is good throughout all activities, and staff motivate children with lots of encouragement and praise. Staff use the information from observations to identify what each child needs in order to make good progress.

Personal development, behaviour and welfare are good

The key-person arrangements are very effective. Staff know the children well and work closely with parents to ensure children's learning and care needs are met consistently. Children's self-awareness and personal development are promoted positively. Even in the baby room, children learn to recognise their photographs, which they select and attach to boards for self-registration. Children understand what is expected of them and behave well. Children learn to keep themselves safe and understand that they dress appropriately for outside play during the cold weather. Children's good health is promoted well with lots of outside play and balanced meals. They are confident and happily form relationships.

Outcomes for children are good

Overall, all groups of children, including those in receipt of additional funding, make good progress from their starting points. Children have many opportunities to practise skills, including number recognition and literacy. Pre-school children learn about routines in the host school as they attend daily for dinner. Younger children enjoy settling-in sessions in new rooms before they move permanently. Children are well prepared for their next stage in learning at nursery and at school.

Setting details

Unique reference number	EY494679
Local authority	Solihull
Inspection number	1068172
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 12
Total number of places	130
Number of children on roll	174
Name of registered person	Coleshill Heath School Governing Body
Registered person unique reference number	RP903805
Date of previous inspection	11 August 2016
Telephone number	0121 779 8073

Chuckles Day Nursery was registered in 2015. The nursery employs 25 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6, including one with early years professional status. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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