

# Chuckles Pre-School

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



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 26 February 2019 |
| Previous inspection date | 19 July 2016     |

| <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 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 offer a welcoming and nurturing learning environment. Children settle readily and are happy and content. They develop warm and trusting relationships with their key person. They thoroughly enjoy their time at the pre-school.
- Children behave well. Staff are good role models for children and encourage positive behaviour. They provide children with clear expectations and boundaries when managing their behaviour. Children learn to respect each other's points of view and to play cooperatively together.
- Staff have a good understanding of how children learn and develop. They accurately observe and assess children's progress, and plan interesting activities that follow children's interests. Children make good progress in relation to their starting points.
- Staff have developed strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning. Parents comment that they feel very happy and well informed about the care and learning their children receive.
- The manager effectively reflects on the provision to continue to make improvements. For example, she has identified the need to improve the outside area for children who prefer to play outside. She includes the views of staff and parents in the process.
- Systems for evaluating staff practice are not sharply focused to help the good-quality teaching improve to the highest level.
- Sometimes during play, staff miss opportunities to fully develop children's mathematical skills and ideas of number, shape, space and measure.

## What the setting needs to do to improve further

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

- build on the existing arrangements for monitoring and supervising staff performance to raise the quality of teaching to an outstanding level
- provide more opportunities for children to develop further their mathematical skills and help them have a greater awareness of early mathematical ideas.

### Inspection activities

- The inspector had a tour of the pre-school with the manager. She spoke with staff, parents and children throughout the inspection and took account of their views.
- The inspector had a discussion with the manager and looked at and discussed a range of policies and procedures.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager. She viewed children's learning records and discussed how staff monitor and assess children's progress.
- The inspector checked evidence of the suitability and qualifications of staff. She discussed staff performance management systems and the evaluation process with the manager.

**Inspector**  
Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of their role in helping to keep children safe. They have a secure knowledge of safeguarding. They understand how to identify and report any concerns to help protect children from harm. Strong recruitment and induction arrangements help to ensure that staff are suitable and have a clear understanding of their roles. Staff have attended training on how they can help develop children's small-muscle skills. This has resulted in more equipment being introduced to help enhance children's physical development. The manager tracks the progress of different groups of children to close any gaps in their learning as quickly as possible. Partnerships with local schools are well established. This contributes to the continuity in children's learning and development and a smooth move on to school.

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

Staff are qualified and use their knowledge well to promote children's learning. They challenge children and encourage them to solve problems. For example, children find out whether a bottle full of water will sink or float. Staff extend this play and help children to discover that feathers sink when they become wet. Staff support children's communication and language skills well. For example, they repeat words and phrases, so that children of different ages learn new vocabulary and use them in their play. They also provide children with regular opportunities to talk about their experiences with each other. Children enjoy the art and craft activities. For instance, older children show excitement as they make a ticket for a pretend train journey. Young children become engrossed in exploring the texture of glue as it drizzles from the glue spreader onto paper.

### Personal development, behaviour and welfare are good

The environment is welcoming, bright and well resourced. Staff are very focused on helping children to become independent from an early age. They implement effective settling-in procedures and a good key-person system to help children settle quickly and develop a sense of belonging. Staff listen to children and value their views. Children frequently receive praise and encouragement from staff. This helps them to develop high self-esteem and a positive view of themselves. Healthy lifestyles are promoted well. Children enjoy healthy snacks and have regular opportunities to play outside in the fresh air, exercise and strengthen their physical skills. Children begin to understand the wider world. For instance, they celebrate festivals from different cultures and enjoy outings in the local area.

### Outcomes for children are good

Children are well motivated and interested to acquire new skills and knowledge. They are learning in the expected age range, and they concentrate and listen. They develop skills for the next stage in their development and eventual move to school. All children are developing good physical skills. They learn to climb and balance and hold tools effectively. Older children are beginning to recognise and write their names. Children use their imagination well, for example as they play with dolls and pretend to go shopping.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 206128  |
| <b>Local authority</b>                           | Derby   |
| <b>Inspection number</b>                         | 10072521  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Sessional day care  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 7   |
| <b>Name of registered person</b>                 | Rowley, Diane Rowley  |
| <b>Registered person unique reference number</b> | RP512493  |
| <b>Date of previous inspection</b>               | 19 July 2016  |
| <b>Telephone number</b>                          | 01332 756918  |

Chuckles Pre-School registered in 1992 and operates from Keldholme Lane Community Centre in Alvaston, Derby. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school employs two members of childcare staff, who both hold an early years qualification at level 3. The pre-school receives funding to provide free early years education for two-, three- and four-year-old children.

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