

# Inspection of Chuckles Day Nursery

Trescol Vean, Baldhu, Truro, Cornwall TR3 6EG

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Inspection date: 29 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Managers and staff provide a safe, caring and stimulating environment, which families say they appreciate very much. Babies and children are happy and settle really well. They have warm relationships with staff and feel very secure. Staff prepare a wide range of activities so that children immediately engage in purposeful play. Children show a very good understanding of the routines and readily take part. On arrival they are keen to find their name to show that they are present. They look at the picture cards and decide which expression best reflects how they are feeling today. For example, some children indicate that they are happy or tired.

Staff support all children well to manage feelings and behaviour. Children learn to take turns and share from an early age. They understand and respond promptly to gentle reminders about safety from staff, such as to 'be careful' using tools and to have 'walking feet' indoors. Older children are proud to be a special helper and help to check that the outside area is safe. Staff provide additional sessions for sports-type activities and yoga, which are very popular. Children show delight and enthusiasm in their physical play. Toddlers and older children concentrate well as they balance and roll balls with care. They use bats with increasing skill to move the balls around in a specific direction.

### **What does the early years setting do well and what does it need to do better?**

- Managers and staff provide effective educational programmes across the nursery. Staff have good teaching skills and interact well to engage children's interest. They successfully promote all areas of learning, with an important focus on communication and language development. Staff develop further skills through effective training. For example, staff have increased their use of signing to extend early support to children's communication.
- Staff have regular discussions with parents to share information about children's progress and activities. They provide resources, such as books, recipes and 'sound boxes', for families to use at home. Overall, staff engage parents well to further support children's learning, such as encouraging language development. However, staff sometimes miss opportunities to help parents support children's individual next steps at home.
- Staff are enthusiastic and enjoy their work with the children. Managers motivate staff well and, as a team, they share good ideas and expertise. This results in ongoing improvements in their practice. For instance, staff gained inspiration to extend the musical activities for babies. Staff have increased their understanding of children's mathematical development, to extend the learning opportunities for children.
- Staff provide a good programme of activities to help children develop their

understanding of the world. Children send postcards and learn about different holiday places that their friends visit. They enjoy food tasting, dancing and creative activities that link to cultural celebrations. Families take part in community events, such as a beach clean, which encourages a good sense of responsibility in children. However, staff do not fully extend the opportunities for children to learn about and value each other's unique backgrounds.

- Partnerships with other settings and agencies are effective, which supports continuity of care and learning for children. Additional funding is used well to increase support for individual children's development. For instance, the provider has invested in resources to increase support for children's physical and social skills.
- Managers provide good support to staff through effective supervision arrangements. Staff make a positive contribution to the self-evaluation and quality-monitoring process. They successfully identify areas of interest for further professional development, for example, to increase their understanding of the role of special educational needs coordinator.
- Children make very good progress in their social and emotional development. Babies and toddlers become ready and keen to move up to the next group. Older children are confident and increasingly independent. They develop well the skills they need for school, including early literacy. Children have fun as they learn and enjoy their activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff complete regular training to refresh their good understanding of child protection. They have confident knowledge of the action they need to take to protect children from harm. Managers and staff are vigilant in their procedures to safeguard children. Persons working with children are appropriately checked to ensure that they are suitable. Visitors to the premises are supervised at all times and mobile phone use is restricted. Staff teach children to be safe throughout the activities and routines. For example, during a cooking activity, the older children confidently declare that we 'don't put knives in our mouths', to prevent cutting themselves.

## **What does the setting need to do to improve?**

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

- extend and involve parents further in supporting children's learning at home, to enhance support for children's individual next steps
- make the most of opportunities for children to learn about and value each other's unique and diverse backgrounds.

## Setting details

<b>Unique reference number</b>	EY316089
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10125847
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Chuckles Nurseries Ltd
<b>Registered person unique reference number</b>	RP525913
<b>Telephone number</b>	01872 560788
<b>Date of previous inspection</b>	20 March 2014

## Information about this early years setting

Chuckles Day Nursery, Trescol Vean is one of two nurseries run by Chuckles Nurseries Ltd. It opened in 2005 and operates from the old school in the rural hamlet of Baldhu, close to the city of Truro, in Cornwall. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year, closing on statutory bank holidays and for one week at Christmas. The nursery receives funding for the provision of early education for children aged two, three and four years. There are 16 members of staff employed to work with the children. Of these, one holds qualified teacher status, one holds early years professional status, one is qualified at level 4, nine are at level 3 and one is at level 2.

## Information about this inspection

**Inspector**  
Julie Wright

## Inspection activities

- The inspector held discussions with the provider, manager, staff and parents.
- The provider and manager completed a learning walk with the inspector, to provide information about the curriculum and nursery provision.
- The manager took part in a joint observation with the inspector.
- The inspector observed the staff and children in their activities to assess the quality of teaching and learning.
- The inspector held a meeting with the provider and manager and checked required documentation, including evidence of staff suitability and qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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