

# Inspection of Chuggers Day Nursery and Preschool

30 Silver Street, Taunton TA1 3DL

---

Inspection date: 28 June 2023

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

The nursery is welcoming to children. Children arrive happily and are keen to start their day. They are confident in exploring the environments, inside and outside. Overall, children have established friendships at the nursery, and many children play together cooperatively. Overall, children participate in activities well, particularly when staff encourage them to join in. This helps them to access a range of activities and resources to support their learning. However, at times, when they are leading their own play, some older children do not demonstrate a good understanding of how to behave and how to follow the rules within the nursery. For example, they deliberately interrupt the play of others, show aggression towards their peers, use negative language and find it hard to share and take turns. Older children's behaviour is often disruptive and interrupts the learning of others. Staff are not consistent in their approaches for challenging this behaviour, and so some children are not supported well enough to understand how to behave appropriately and manage their feelings when they are having difficulties.

Children have good access to a range of activities and learning experiences. For example, toddlers are engrossed as they use their senses to explore dough and herbs, and babies are captivated as they transport water using different containers and pour it into pipes. Children make progress from their starting points. However, progress for children with special educational needs and/or disabilities (SEND) is not as rapid as it should be.

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

- Overall, the curriculum is well planned, and staff know what children can already do and what they need to learn next. Staff are clear about what they want children to learn during their time in each room, for example to build children's independence in their personal care. Staff encourage young children to access their own drinking water, toddlers to wipe their own noses and older children to use the toilet independently.
- The learning environment, indoors and outdoors, provides children with interesting and stimulating learning opportunities. For instance, children use pieces of wood and tyres to create obstacle courses, which they navigate across carefully using a range of physical skills. In addition, they have cosy spaces to sit quietly, enjoy stories and look at books. This helps to motivate children to want to learn and entices them to engage in play.
- Staff do not help children to manage their feelings and emotions positively or to understand how their behaviours impact on others. For example, when conflicts occur between children, at times, this goes unnoticed by staff until the children's behaviour escalates. Staff tell children when their behaviour was inappropriate and intervene to keep children safe. However, they do not help children to

understand why their behaviour is unacceptable or help them to develop ways in which they could self-regulate their behaviour in the future.

- Staff support children's language skills in a range of ways. For example, staff model new vocabulary to children, engage in conversation with them and give commentary to their play. This helps children to develop effective speaking and listening skills and be confident communicators.
- Staff identify gaps in children's learning and recognise their individual areas of difficulty. Leaders make referrals to other agencies when appropriate to seek advice and guidance in supporting the needs of the children. Children with SEND receive some additional help and support. For example, staff have introduced visual aids to support children's speech and language and plan activities to help children develop their social skills. However, these interventions and strategies are not consistently implemented by staff. Therefore, although children with SEND make some progress from their starting points, they are not supported well enough to reach their full potential.
- Staff plan effective activities and daily routines to help children to develop early literacy skills. For example, children learn the first letter of their name and use name cards throughout the day to find their pegs and places at the lunch table. This helps children to start to recognise their name in print in preparation for starting school.
- Partnerships with parents are positive. Parents comment that they are kept up to date about their child's progress, and staff discuss their child's day with them on collection.
- Leaders identify a number of the nursery's strengths and areas for improvement and take steps to provide support and guidance for staff to address weaknesses in teaching practice. The manager regularly works alongside staff and is a good role model to them. Staff have opportunities for professional development and access a range of courses regularly. This helps staff to develop their skills and knowledge. Unfortunately, further support is necessary for some staff in regard to behaviour management and in supporting the learning and development of children with SEND.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are robustly vetted for their role. This helps to ensure that staff employed are suitable. All staff hold valid paediatric first-aid certificates and know how to respond in the event of an accident or emergency. Leaders and staff are aware of their responsibilities to safeguard children. They have a suitable understanding of the signs and symptoms that could indicate a child is at risk of harm and know how to report their concerns. Staff keep their child protection and safeguarding knowledge up to date through accessing regular training and refreshers. The nursery is clean, safe and secure for children.

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

**To meet the requirements of the early years foundation stage and  
Childcare Register the provider must:**

	<b>Due date</b>
improve behaviour management strategies, with particular regard to the pre-school room, and ensure all staff implement them consistently to support all children's management of their emotions and understanding of the expectations for acceptable behaviour	23/08/2023
improve the support for children with SEND, to enable them to access the curriculum more effectively and to raise their progress to a higher level.	23/08/2023

## Setting details

<b>Unique reference number</b>	EY467521
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10280607
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	RAEF Limited
<b>Registered person unique reference number</b>	RP908073
<b>Telephone number</b>	01823 324816
<b>Date of previous inspection</b>	30 August 2017

## Information about this early years setting

Chuggers Day Nursery and Preschool registered in 2013. It is situated in Taunton, Somerset. The nursery is open on weekdays, from 8am to 5.30pm, for 51 weeks of the year. It is in receipt of funding to provide free early education for children aged two, three and four years. The nursery employs 10 staff to work with children, three of whom hold an early years qualification at level 2, four hold an early years qualification at level 3, one holds qualified teacher status, one holds a relevant level 6 early years qualification and one is unqualified.

## Information about this inspection

### Inspector

Dominique Allotey

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector, the nominated individual and the manager completed a learning walk together across all areas of the setting to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023