

Chuckles Nurseries Limited

Inspection report for early years provision

Unique Reference Number	102766
Inspection date	18 February 2008
Inspector	Nicola Jayne Pascoe
Setting Address	Station Road, Perranwell Station, Truro, Cornwall, TR3 7PT
Telephone number	01872 863051
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Registered person	Chuckles Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Chuckles Day Nursery is one of three nurseries run by Chuckles Nurseries Limited. It opened in 2001 and operates from two floors in a converted Methodist Chapel. It is situated in the rural village of Perranwell Station, near Truro, Cornwall. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from three months to under five years on roll. Of these, 21 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 14 members of staff. Of these, nine members of staff, including the manager, hold appropriate early years qualifications. There are three members of staff who are working towards a qualification. The setting receives support from the local authority and employs an early years teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children, even the very youngest, demonstrate a good awareness of the importance of following effective health and hygiene routines. They wash their hands before eating and after using the toilet. They dry their hands on individual paper towels, which are disposed of hygienically. Nappies and 'pull-ups' are changed regularly and as required, by staff who wear latex gloves and ensure that changing mats are wiped clean between each use. The nursery environment, toys and equipment are clean and hygienic. All staff hold appropriate first aid training certificates. Accident records contain suitable levels of detail and are shared appropriately with parents and carers. There are effective procedures in place to prevent the spread of infection and to care for sick and injured children.

Children benefit from plenty of space to develop their physical skills. They use large and small construction indoors, move freely in the large rooms and use a suitable range of small tools and resources, such as scissors, glue sticks and writing materials. Outdoors, they run, jump, climb and slide, in addition to using resources such as balls and hoops. Children enjoy outdoor fun and fresh air on a very regular basis. As a result of participating in these activities and from engaging in ongoing discussion with adults, children are developing a good awareness of the positive impact that physical exercise and outdoor play has on their growth and development. Children are able to freely access fresh drinking water throughout the day. They enjoy a selection of fresh and dried fruits at snack times and a balanced range of healthy and nutritious meals at lunchtime. Food and drink is available in sufficient quantities for children's individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure nursery environment. Younger children have use of a large room on the ground floor and older children use a similar room on the first floor. Rooms are very well organised to provide children with opportunities to develop their levels of independence in safety. The baby area is secure, yet open to the main play room, creating an inclusive environment, where children of all ages can interact socially and safely. Staff follow routine daily checks of the premises, toys and equipment to maintain children's safety. Locked gates are appropriately sited to ensure that children cannot access areas that are unsuitable, such as the kitchen and entrance foyer. All children receive high levels of adult support and appropriate supervision for their age and stage of development.

Children benefit from sole use of the nursery premises, which are kept secure at all times. Visitors are screened and monitored effectively by staff. Regular emergency evacuation procedures are practised with all children in order to develop their confidence and familiarity. There are good procedures in place to ensure that children are collected by authorised persons. For example, a record is kept of those who will regularly collect, a password system is in place, identification documents and photographs are requested for those persons not known to staff. Children are safeguarded by staff, who are confident in their ability to identify, record and report any child protection concerns appropriately. There is a good range of safety policies and procedures in place, which are shared appropriately with parents and with which staff are familiar.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide range of age appropriate and interesting toys and resources. They are encouraged by adults to engage in a balanced range of self-initiated and planned activities. Children's independence is promoted effectively as equipment and tools are stored attractively, at child-height, in low, labelled storage units. As a result, children are also able to extend their ideas further as and when they wish. The familiar daily routine provides all children with a sense of belonging and security, in addition to meeting their individual needs. Children enjoy making and cooking buns, which they later top with icing. They listen attentively to follow the instructions from adults and although all are eager to take part, they demonstrate patience when waiting to take turns. Children freely select from the activities and resources to explore 'gloop', initiate role-play, build and construct. They are actively engaged in worthwhile and purposeful play throughout their time at the nursery. Children enjoy comfortable, quiet areas to rest and relax when they are tired. Adults interact extremely well to encourage and support children in their chosen activity.

Nursery education.

The quality of teaching and learning is good. Adults working with nursery children are knowledgeable, and experienced in providing good opportunities for all children to make progress along the stepping stones towards the early learning goals. Adults develop comprehensive and effective plans for children's future development of essential learning and skills. The daily routine is used well to provide regular opportunities to explore all areas of learning. Children explore shape, colour and form during whole group discussion time. They count, problem solve and explore the passing of time. They can identify the correct written letter and sound when selecting the letters of their name. Children demonstrate positive and enthusiastic attitudes to learning through their play. They are listened to, and their ideas and views are respected and acted upon. Children are actively encouraged to be involved in future planning and to share their views and experiences with others. Children demonstrate high levels of confidence and independence. This is a result of the expectation of adults, who ensure that children are empowered and encouraged to be actively involved in promoting their own learning.

Children are confident in the pre-school environment. They have established strong and trusting relationships with adults and other children. They enjoy whole group time when they establish the day of the week, discuss the weather and decide what they would like to do during the session. Children are currently exploring the changing weather and this week are focusing on the sunshine. Children make 'fans' with folded paper to cool themselves down when the sun makes them hot. They paint pictures of the sunshine and discuss the colours they will need to depict the hot rays of the sun. Adults provide high levels of support and encouragement to children, interacting positively and appropriately to enable children of differing abilities to reach their full potential. Children follow familiar daily routines which include opportunities to promote their learning and development. They enjoy interesting and enjoyable opportunities for outdoor play on a regular basis. However, the planning does not currently demonstrate sufficient use of the outdoor environment for a range of specific learning opportunities. Children enjoy self-initiated activities, such as role play in the well resourced and attractive role play area. They participate in planned activities with adult support, for example, water play when they pour and measure using different sized vessels.

Helping children make a positive contribution

The provision is good.

Children benefit from the high level of commitment of staff to identify, respect and meet their individual needs. Each child is designated a key worker, who liaises closely with parents and carers to ensure they share good levels of information regarding the specific requirements, preferences and abilities of each child. However, there is no system in place to effectively establish what children who are new to the setting know, understand and can do. Staff follow good procedures to ensure that new children are able to settle quickly. Older children have access to a good range of toys, resources and attractively framed visual aids which promote a positive awareness of their own cultures and beliefs and those of others, and also of people's differing abilities.

There is evidence that children with learning difficulties and/or disabilities are well supported by knowledgeable and capable staff, who recognise the importance of working closely with parents and carers and any professionals involved. All children are well behaved and polite. They display good table manners and are able to share, cooperate, negotiate and take turns. They follow the examples set by staff, who are good role models. Children are rewarded with plenty of praise and encouragement for their good behaviour, as staff promote positive methods of behaviour management. The partnership with parents and carers is good. Verbal information sharing takes place as children arrive and when they are collected. Children have their own individual folders of work, which are kept close to the entrance door in order for ease of sharing. Regular opportunities for formal sharing of children's assessment records are provided. Children's work is prominently and attractively displayed on the nursery walls. The entrance foyer contains good levels of information. A comprehensive range of written policies and procedures are available to parents and carers. A sufficient level of information is provided regarding the provision of nursery education. Social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from being cared for by a well qualified and experienced staff team. The registered person is actively involved in the day to day operation of the setting. All staff demonstrate a high level of commitment to attending further training and development opportunities. The registered person has developed good procedures for the recruitment and appointment of staff and she ensures appropriate checking procedures are completed. The registered person and staff have organised the nursery well to provide all children with safe and comfortable areas in which to rest and play. There are effective contingency plans in place to provide cover if required.

Children benefit from a broad and balanced curriculum and a familiar daily routine, in which they are actively involved in the planning of activities. Consideration is given to the patterns of children's attendance to ensure that all children receive equal opportunities to be included in all activities. The records of attendance accurately record the times of arrival and departure of children and staff and show that appropriate adult:child ratios are maintained. The leadership and management is good. The registered person is enthusiastic, knowledgeable and experienced. She sets clear directions for staff, who respond by demonstrating a good understanding of their role and responsibilities. All work together effectively as a strong and committed team to support the children and each other. The nursery documentation is stored securely, updated regularly and is shared appropriately and regularly with parents and carers. Confidentiality is respected and maintained. Children's records of progress are passed to parents and carers to

share with their chosen school. Staff appraisals are carried out regularly and are used effectively to monitor and evaluate the provision of care and education. Overall the setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery agreed to ensure all records are stored confidentially. All documentation is now securely stored in a locked filing cabinet in the office. As a result, children's personal details are not available to unauthorised persons.

The nursery also agreed to provide opportunities for parents to share information about their child on initial entry to the nursery. There is now a basic enrolment form, which contains essential and useful detail. However, this is not sufficiently useful as a tool for initial assessment purposes.

The nursery agreed to provide regular opportunities to inform parents about their child's progress. There are now good opportunities for children's work to be shared with parents on a regular basis. Verbal information sharing takes place each day between the children's key worker and parent/carers and opportunities for formal one-to-one meetings are also now in place.

The nursery was required to make regular observations and assessments of children's progress to help identify individual targets for development. Comprehensive planning and assessment records have been developed and implemented. These are used effectively to ensure appropriate targets are set for children's 'next steps' and these are clearly linked to future planned activities.

Finally, the nursery agreed to ensure that planned activities differentiate between the needs of all children. Activities are now directly linked to children's individual targets and key workers are aware of children's differing needs, preferences and abilities. As a result, all children receive good opportunities to make progress towards the early learning goals.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop and implement an initial assessment tool, linked to the Early Learning Goals, for all children new to the setting.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the planning reflects the effective use of the outdoor learning environment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk