

# Chuckles Day Nursery

Inspection report for early years provision

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**Unique reference number** EY316089  
**Inspection date** 14/04/2009  
**Inspector** Heather Tanswell

**Setting address** Trescol Vean, Baldhu, Truro, Cornwall, TR3 6EG

**Telephone number** 01872 560788

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the 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. All children share access to a garden and the old school playground, which is used for outdoor play activities. The premises are partially accessible as there are two steps up into the building.

The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year, closing on statutory bank holidays and for one week at Christmas. The nursery is registered to care for a maximum of 45 children in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four and has links with the Malabar Children's Centre. There are currently 53 children attending who are within the early years age range. They come from a wide catchment area and some children also attend the early years units of a number of primary schools. The nursery supports children who speak English as an additional language. The nursery can also offer care to children aged over five years but has none attending currently. The provision is on the Early Years Register, and compulsory part of the Childcare Register.

There are 10 members of staff. Seven have early years qualifications to NVQ Level 2 or 3 or hold a relevant degree. Two staff are currently working towards a qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Good partnership with parents and established links with support workers from the local children's centre help children make sound progress in their learning. Everyone involved in the nursery has the opportunity to contribute ideas for further development bringing about appropriate improvements. The new planning, assessment and evaluation systems are not yet fully embedded in daily practice to make sure children make as much progress as they can and that all policies are up-to-date and fully implemented. Commitment from the owners, management and staff to get to know the children and their families well means that professional and caring relationships are a feature of this setting, ensuring children's emotional and cultural needs are met.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update child protection and complaints policies to ensure they have the correct up to date contact information
- ensure fire drills are practised routinely and details recorded so that everyone knows what to do in an emergency to keep children safe from harm

- further develop planning and assessments to clearly show identified next steps for individual children's progress which can then be measured against their achievements
- develop the organisation of the learning environment and encourage children to select and use activities and resources independently to stimulate and maintain their interest in learning as they find things out for themselves
- make more effective use of daily routines such as large group activities to introduce and reinforce learning.

## **The leadership and management of the early years provision**

Right from the start, the nursery works very well with parents to promote good quality relationships and cultural understanding. Settling in procedures where parents stay as long as they wish and take time to relax as their children play with key workers, creates a warm and friendly atmosphere and confident children. The information gathered and shared ensures parents and staff stay up-to-date with children's routine activities at home and nursery which means children's welfare needs are met. Parents are made aware, through newsletters and displays, how they can support complementary learning, for example, through learning rhymes at home linked to the nurseries planned activities.

Management and staff take care to safeguard children from harm. Access to the premises is monitored and recruitment procedures protect children from unvetted persons. Detailed registers including one to monitor the number of staff and children playing outside at any one time are accurately completed to ensure children stay safe and secure and that ratios are met well. Detailed risk assessments are in place. All the required policies and procedures are also in place, although some policies do not include all the necessary information.

The setting's self evaluation reflects the improvements made since the last inspection and the impact this has had on children's enjoyment. A new room is being developed for older children which will provide easy access to the outside play area and resources. The setting is working closely with a qualified teacher from a local children's centre to update their planning and assessment system in line with the principles of the Early Years Foundation Stage guidance. This process is in the early stages of development and is not yet sufficiently detailed or understood to ensure children make good progress in all areas of learning linked to their individual starting points and planned next steps.

## **The quality and standards of the early years provision**

Children enjoy their time at the nursery and benefit from the relationships they have with their past and present key workers. Although the nursery is divided into separate base rooms, children have some opportunities to share meal times and play together both indoors and out. Meals and snacks freshly prepared on the premises appeal to children's tastes and can be tailored to suit individual dietary needs. Suitable size portions of lunches such as sausage, sweet corn and potato followed by fresh fruit salad, go down very well with children of all ages and meet

their growing needs. All children play outside at some time during the day. Older children climb, pedal bikes and run about in the fresh air which promotes their physical strength and good health.

Indoors, the premises are colourful, bright and maintained to good standards of hygiene. Displays, resources and plans reflect the culture and language of the children who attend helping children feel valued and learn about the wider world they live in. Children learn to keep themselves safe as they are encouraged not to run about inappropriately to prevent trips and falls during music activities. Care is taken when changing nappies to minimise the risk of cross infection. Sometimes less care is taken when children hesitate to climb down steps or forget to wash their hands before mealtimes to make sure children learn how and why to independently take good care of themselves.

Daily routine activities such as story time are greeted with great excitement by the children who revel in looking at books, and taking part in familiar tales concentrating very well and knowing when to sit quietly, listen carefully and speak up. Children act out parts in nursery rhymes such as 'Five Current Buns' and staff model the spoken use of numbers one to five. However, there is no extension of this routine activity for the more able children to help them make progress in numeracy based on their individual targets for next steps in learning.

Large group adult led activities presented to the older children initially appeal to their sense of fun and desire to be active. Children enjoy playing musical instruments as they march around then dance to taped disco music and popular themes. Some adult led activities last too long and some children become bored. Although children show interest in alternatives, none are readily available or offered to help them make choices and progress using their own ideas. Some resources are not accessible; computers are turned off, sand pits are almost empty, and creative resources such as paint and other malleable materials are tidied away mid morning to make room for snack and lunch. This means children's creativity, independence and need to explore materials in their own time is not always encouraged to help them make good progress in all areas of learning. The youngest children have ready access to a wide range of resources linked to their current interest and stages of development to help them grow and develop through self initiated play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.