

Chuckles Nurseries Limited

Inspection report for early years provision

Unique reference number 102766
Inspection date 06/12/2010
Inspector Jayne Pascoe

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Chuckles Day Nursery is one of two nurseries run by Chuckles Nurseries Limited. It opened in 2001 and operates from two floors in a converted Methodist chapel. Generally the premises are accessible. However, the first floor is accessed via a flight of stairs and as the building is listed, this limits the scope for improvement to make all areas fully accessible. The nursery is situated in the rural village of Perranwell Station, near Truro, Cornwall. The setting is open each weekday from 8am until 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 50 children under eight may attend the nursery at any one time. There are currently 26 children on roll who are in the early years age group. Of these, three children also attend other early years settings. Children come from a wide catchment area.

The nursery employs 10 members of staff, all of whom hold appropriate early years qualifications. There are two members of staff who are currently working towards a further qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They have implemented effective procedures to ensure that children's unique needs are identified, respected and met. Information is shared regularly with parents through a variety of appropriate methods. The provision actively seeks and welcomes support and advice from early years agencies, in order to keep up-to-date. All staff are fully involved in evaluating the nursery practice and as a result, they are successful in maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- update the nursery documentation where required, in order to improve ease of access to relevant information.

The effectiveness of leadership and management of the early years provision

The nursery follows robust procedures to safeguard the children in their care. All staff are suitably qualified and experienced and demonstrate a good level of commitment to continued professional development. Effective written risk assessments are used to maintain children's safety and security and these are regularly reviewed and updated as required. Appropriate safety equipment, such as high chairs and low secure safety gates, are in place to protect children from harm and support their development. Children are closely supervised at all times. Children are protected from unvetted persons as visitors to the setting are monitored closely at all times. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures and designated members of staff have completed appropriate safeguarding training. Children are developing a good awareness of maintaining their own safety through practising regular emergency evacuation procedures with the adults, in order to increase their confidence and familiarity.

The nursery operates from a two storey converted chapel, which is a listed building. The setting is organised well to provide comfortable, safe and secure areas in which children of all ages can rest and play. Pre-school and out of school care is provided on the first floor of the property, which is accessed via a flight of stairs. However, staff ensure that wherever possible children benefit from an enabling indoor and outdoor environment. Children of all ages are able to freely access a wide range of toys and resources and can independently use the toilet facilities. They make regular and effective use of the outdoor learning environment. Children are confident to initiate ideas for play and also engage in adult-led activities based upon their unique preferences, interests and abilities, which are respected and carefully planned for by their designated key person.

Staff have implemented effective assessment systems, which include useful written observations, photographs and examples of children's work. These are shared regularly with parents, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Children are encouraged to be actively involved in making suggestions to influence future planning. This enables them to revisit favourite activities as often as they wish. Key staff ensure that appropriate opportunities are provided for children to make good levels of individual progress. Staff recognise the benefits of reflecting upon their practice and have implemented effective systems for self-evaluation, in order to drive further improvement. Although all the documentation available for parents contains accurate information, the complaint procedure and log used by staff has not been updated and there are two separate systems for recording staff suitability checks, where one would suffice. Positive partnerships with parents and other early years providers have been established. Staff share information effectively through a good range of written policies and procedures, newsletters and a well resourced notice board. Contracts and consents are used to agree and maintain good practice and daily verbal information sharing also enhances the practice further. Good opportunities are provided for children to understand and respect

people's differences. As a result, the setting is successful in their ability to be inclusive in their practice.

The quality and standards of the early years provision and outcomes for children

Children attending the nursery are confident and happy. They have established strong and positive relationships with adults and other children. Children are kind to one another, demonstrate good manners and are helpful, as they take responsibility for tidying toys away after use. They are keen to interact with adults and actively involve them in their play. Children are extremely imaginative in their role play and create wonderful scenarios, which they skilfully develop and extend with use of the good range of additional tools and materials which are freely available. They successfully maintain imaginative play for considerable periods of time. Children enthusiastically engage in creative activities such as play dough, decorating Christmas bears, making group collages and painting. They enjoy use of a range of sensory materials such as 'gloop' and shaving foam and have daily access to a sensory room to explore lights, textures, smells and sounds. Children's work is very attractively and prominently displayed on the nursery walls for all to admire. Children greatly enjoy favourite story books, taking their time to look at the pictures and tell the story to their friends, whilst relaxing in the cosy book corner. Staff use signing to enable children of all ages and abilities to express themselves. Children chat purposefully as part of their self-initiated role play using their 'walkie-talkies'. They are confident to organise their play and establish rules, as they clearly and firmly explain their ideas and negotiate with one another, in order to maintain harmonious play.

Children are developing their numeracy and problem-solving skills as they count, match, sort and complete appropriately complex puzzles. For example, older children competently construct a 'hide-out' for their imaginative play using large construction. They are able to plan and create this with very little adult help. Younger children complete wooden puzzles with larger pieces and receive higher levels of adult support. Older children are developing their awareness of numerals as they match items outdoors to the prominently displayed numbers stuck onto the fence. Children explore and celebrate their own culture and beliefs and those of others through free use of a good selection of visual aids, books, toys and resources. People who live and work in the local community are invited in to the nursery to share their knowledge and skills with children and staff at the setting. Children have access to an excellent range of technological equipment such as a computer, laptop, video recorder and camera. They have grown their own fruit and vegetables in the garden in the summer and have made soup with their produce. Children recycle waste packaging to make junk models and re-use collected rainwater to water their plants. They benefit from daily opportunities for fresh air and physical exercise outdoors regardless of the weather as they wear protective clothing. Staff have been successful in developing the use of the outdoor learning environment to enable children to benefit from purposeful activities. Children follow good health and hygiene procedures and are developing their awareness of the importance of healthy eating as they enjoy nutritious home cooked meals at

lunch time. Overall, there is evidence that children are making good levels of progress in their learning and development.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met