

# Chuckle Bunnies Day Nursery



The Old Vicarage, 35 Vicarage Road, Swadlincote, Derbyshire DE11 8LG

<b>Inspection date</b>	10 December 2018
Previous inspection date	2 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff plan well for children's learning and assess their development regularly. They provide a wide range of stimulating activities. Staff make effective use of information from observations to work out what children need to learn next. Children make good progress.
- Staff prioritise children's safety. For instance, they regularly check all areas of the nursery to protect children from harm. The manager ensures that all staff are thoroughly checked during the recruitment process and that they are all aware of policies and procedures that help to keep children safe.
- Children's behaviour is good. Staff remind children of rules, such as sharing and taking turns. Staff are good role models and demonstrate to children the importance of using good manners.
- Children rapidly build close bonds with their key person. This helps children to grow in confidence as they settle in. Staff are kind and caring and meet children's needs.
- Partnerships with parents and other professionals involved in the care and learning of children are strong. Information is shared on a regular basis, which contributes to the good progress that children make.
- The manager does not routinely monitor staff performance rigorously and set precise targets for their further development to help raise staff practice to the highest level.
- The staff do not consistently make the best possible use of learning opportunities during activities to support children further to increase their vocabulary and communication skills.

## What the setting needs to do to improve further

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

- offer further support for the professional development of staff to help to raise the standard of practice even more
- build on questioning skills and provide more opportunities for children to share their own thoughts and ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sue Riley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a robust knowledge of child protection procedures and the management team tests staff's knowledge of these regularly. They vigilantly supervise children, such as escorting them safely in and out of the garden. Ratios are maintained at all times and staff deployment is good to ensure children are supervised well. The manager regularly reviews the quality of overall provision systematically and draws on the views of staff, parents and children. Monitoring of children's learning is strong. They work closely with other agencies to help reduce differences in individual children's progress. Parents speak very highly of the nursery.

### Quality of teaching, learning and assessment is good

Staff are qualified and the quality of their teaching is good. They regularly observe and make accurate assessments of children's learning. Staff use what they know to offer children individual learning experiences. Babies press buttons on interactive toys to see what happens and are delighted with the sounds they make. Older children build with confidence. They use mathematical language as they build 'big' towers and measure these against themselves. Older children sort by colour and count confidently the items they have. They also control their physical movements as they use a wheelbarrow to transport items in the outside play area. Children enjoy books and having stories read to them. They listen attentively and show their enjoyment. This promotes children's literacy and communication skills well. Overall, staff use good communication and language strategies with children. They talk with children while playing with them and ask lots of questions. However, they do not always give children time to think and respond to the questions.

### Personal development, behaviour and welfare are good

Staff have close, caring relationships with children. They interact positively with children, for example, by smiling and using eye contact and gentle tones of voice. Staff take time to find out about children's interests and activities, and use this information to provide familiar routines and enjoyable tasks. Each child has a family book which they take pride in. They eagerly show the book to the inspector. Children settle well. Staff teach children good safety awareness. For example, they teach children about fire safety as they complete regular drills. Meals and snacks are nutritious. Children follow clear routines for their good health.

### Outcomes for children are good

Children gain good independence skills. For example, older children know where to hang their coats and bags when they arrive. This helps with school readiness. Children make good progress from their individual starting points. They engage in a wide range of activities on offer. Children learn to control pencils, crayons and other media for a range of creative activities with increasing accuracy, which supports the development of early writing skills. They learn about the wider world through activities that they take part in.

## Setting details

<b>Unique reference number</b>	EY295986
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10086364
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	54
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Associated Nurseries Limited
<b>Registered person unique reference number</b>	RP903933
<b>Date of previous inspection</b>	2 February 2017
<b>Telephone number</b>	01283 552711

Chuckle Bunnies Day Nursery registered in 2005. The nursery employs seven members of childcare staff. Of these, one holds appropriate early years qualifications at level 4, five hold level 3 and one holds level 2. The director holds qualified teacher status and early years professional status. The nursery opens for 51 weeks of the year, closing for bank holidays and one week at Christmas. Sessions are from 7.15am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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