

Chuckle Bunnies Day Nursery



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

Inspection date 2 February 2017
Previous inspection date 5 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the 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 work well together and have a good understanding of their role in promoting children's development. They join in with children as they play and demonstrate a genuine interest and a passion for their work.
- Children are well behaved because staff have high expectations of them. Children embrace taking on roles and having responsibilities, such as helping at meal and snack times with handing out plates and cups.
- Children are confident and curious in their environment. Staff promote a very calm, relaxed and friendly atmosphere. Small groups help children to settle quickly and form strong attachments to their key person.
- Partnerships with parents are good. Parents share very positive views about the provision and value the ongoing feedback they receive. They identify the good progress that their children are making and the good communication systems the nursery has in place.
- Practitioners ensure that all areas accessed by children are safe and suitable for use. They know how to safeguard children because they receive regular training and updates. The management team ensures that practitioners consistently implement policies and procedures that promote children's welfare.

It is not yet outstanding because:

- Performance management is not rigorous enough to evaluate teaching practice and identify targets that will raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- sharpen systems already in place for performance management to focus more closely on raising the quality of staff teaching skills to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching inside and outside, and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the owner and manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The management team is experienced and well qualified, which has a positive impact on the overall effectiveness of the nursery. Detailed improvement plans are implemented and discussed with all staff and include parental feedback. This helps them to drive aspects of the nursery forward and improve practice. They have successfully addressed the weaknesses raised at the last inspection. The manager works hard to use additional funding to specifically support individual children and quickly close any gaps in learning. For example, monitoring has identified a gap occurring in mathematics. She has used additional funding to add extra training for staff around this and buy more resources that support this area of learning. Children's outcomes in mathematics are starting to improve and gaps are now closing. Arrangements for safeguarding are effective. Staff have a secure understanding of what to do if they have any concerns about a child in their care.

Quality of teaching, learning and assessment is good

Staff demonstrate their very good teaching skills as they play alongside children. They use clear explanations, role model and ask questions that make children think and reflect on what they are doing. Staff skilfully use language to enhance children's understanding of the world. For example, during outdoor play staff join in with some children building a house. They pose questions to encourage children to think about what a house looks like and how many windows they might need. Staff also use children's interest in farm animals to encourage their mathematical development. They talk about how big a house for a chicken might need to be and if a cow would need a smaller or bigger house. Staff are well qualified and experienced and understand the different ways in which children like to learn.

Personal development, behaviour and welfare are good

Children flourish as time spent getting to know them and their families initially enables staff to plan extremely well for children's individual needs. Children are happy, engaged, motivated and feel safe and secure. They develop an excellent understanding of how to stay safe. For example, pre-school children complete their own garden risk assessment and are able to identify potential hazards. Children are helped to manage their own self-help skills and care routines, such as toileting and handwashing. This also promotes their understanding of good hygiene practices.

Outcomes for children are good

Children of all ages and abilities, including those who receive funded early education, make good progress in relation to their starting points. Children in all age groups show high levels of engagement as they play at a self-chosen activity for long periods of time. Pre-school children enjoy making predictions and testing out their ideas as they find out which bears are heavier on the scales. Younger children are developing the independence well as they self-select their snack and pour their own drinks. Furthermore, they learn about healthy lifestyles and allergies as they discuss a child's intolerance to dairy. Children are confident and ready for their next stage in learning.

Setting details

Unique reference number	EY295986
Local authority	Derbyshire
Inspection number	1028758
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	65
Name of registered person	Associated Nurseries Limited
Registered person unique reference number	RP903933
Date of previous inspection	5 July 2013
Telephone number	01283 552711

Chuckle Bunnies Day Nursery was registered in 2005. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including two with a degree in early years education. 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.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

