

Chuckle Bunnies Day Nursery

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

Inspection date	14/12/2012
Previous inspection date	15/08/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy, motivated and eager to learn. They join in all activities enthusiastically; often initiating and developing their own ideas, showing superb levels of independence, curiosity and imagination.
- The setting provides an excellent learning environment, both indoor and out. There is a fantastic energy and a sense of excitement about learning as children move around the nursery using the different base rooms and being actively involved in determining which activities take place. Consequently, they are confident and willing learners.
- Teaching is rooted in a complete knowledge and understanding of the Early Years Foundation Stage. All staff have an impressive awareness of how young children learn and skilfully promote a wide range of innovative and stimulating activities that children love.
- Children benefit from the exemplary relationships that exist between the setting, their parents and other provisions that they attend. Staff work hard to communicate meaningfully with all parents and robust links with local schools and other settings help children to move on with confidence.
- The management team provides inspirational leadership. Staff are extremely well supported and there is a culture of learning and development that means they are constantly improving and building on their existing skills. Children benefit as they are cared for by highly knowledgeable and enthusiastic staff who are well-equipped to help them reach their full potential.
- Safety and well-being is of the highest priority. Children are protected from hazards and risks through the vigilance and expertise of staff.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play rooms and the outside learning environment.
- The inspector held meetings with the director and manager of the provision and had discussions with other staff members about their roles and responsibilities.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation information and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in questionnaires.

Inspector

Jennie Dalkins

Full Report

Information about the setting

Chuckle Bunnies Day Nursery is privately owned. It is one of three nurseries run by Associated Nurseries Ltd. It opened in 2005 and operates from seven rooms on two levels in a converted house in Swadlincote, Derbyshire. The nursery serves the local and surrounding area and has strong links with local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open each weekday from 7.15am to 6.30pm, all year round. Children are able to attend for a variety of sessions. There are currently 110 children on roll who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 27 members of childcare staff. All hold appropriate early years qualifications. Two staff hold Early Years Professional Status and the manager holds Qualified Teacher Status. A number of staff are working towards additional qualifications to National Vocational Qualification Level 3 and degree levels. The nursery receives support from the local authority. The nursery is a member of recognised childcare organisations, including the National Day Nursery Association and the National Association of Gifted and talented children.

What the setting needs to do to improve further

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

- develop the use of 'best practice videos' as part of the induction process to enable new staff to develop more swiftly.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are eager to learn and are always engaged in fruitful activity. They display high levels of enthusiasm as they are encouraged to fully express their wants, needs and ideas. They are active participants in their own learning, often initiating activities, which the professional staff skilfully extend and develop. For example, they collect sticks and leaves outside and then decide to use these to make Christmas pictures, with the sticks becoming the snowman's arms. Staff encourage their creativity and discussions about the snow lead children to notice how condensation forms on the window during cold weather. Staff willingly hold them up so they can draw snowmen on the windows. Children are delighted by this unusual approach and make marks with joy. Learning is also effectively facilitated by the stimulating environment that awaits them, both indoors and outside. All rooms are welcoming, fantastically resourced and imaginatively laid out to encourage children to explore. As children move round the nursery accessing the 'studio' or the 'soft play room' they are keen to play and develop new skills. The movement from one area to another gives the setting a sense of energy, which positively affects both staff and children. Consequently, everyone remains interested and engaged throughout the day. Outside play is available in all weathers with children happily zipping up their coats and pulling on boots to go out in the rain. They enjoy pushing balls down the special pipes and running fast to catch them before they pop out the end. Group games are also enjoyed alongside opportunities to play on tricycles and other toys. Children particularly enjoy building with the large 'waffle pieces', making play houses big enough to stand in. In good weather they are able to explore the lawned areas, running between the trees and visiting the pond with staff.

Teaching techniques are extremely effective as all staff are fully trained and recognise when to intervene and when to allow children to play independently. They offer excellent support to children, extending their play with new ideas or by asking pertinent questions. Staff work well together to provide a safe, secure and engaging setting where children are confident to explore and acquire skills for future learning. Superb planning and monitoring across the seven areas of learning ensures all aspects are successfully included in the activities on offer. Children's individual next steps are identified by the key worker, for all areas and displayed in the rooms so that any staff member is able to quickly identify a child's achievement level and promote this during any activity. This ensures that children are making the best possible progress as all staff are able to pitch their teaching appropriately.

Children's early writing skills are developing extremely well as even young babies are encouraged to make marks in gloop and other substances. Older children recognise their own names in print, look for letters on a community walk and make good attempts at writing their names on their art work. During role play, they enjoy using writing for a purpose as staff make sure writing materials are included in the home corner areas. Children have fun dressing up as vets and recording what is wrong with the animals they see. Mathematical skills are also well-promoted. Older children learn basic calculation skills as they go on a trip to the local supermarket and are able to use the self check-out to see how items add up and what change they get. An understanding of weight and volume is also developed as they take part in baking activities, making 'traffic light biscuits'. They colour their biscuits and discuss how 'red means stop', this developing an understanding of safety while engaging in enjoyable and interactive activities.

Children make excellent progress towards the early learning goals. Systems to assess children's starting points on entry to the setting include parents' views about what their children can do and as a result, staff have a precise baseline in place from which to measure children's progress. Those with identified special educational needs receive a fantastic level of additional support and are consequently, also making strides, often catching up with their peers. Staff work extremely efficiently in partnerships with parents and other professionals to identify realistic yet challenging targets and consequently, children are able to reach their full potential. Parents are invited to attend regular reviews and are encouraged to contribute regularly to staff's understanding of how their child is progressing, through recording their own observations on sheets which are always available for them to take home.

The superb learning environment alongside exemplary planning and monitoring of the learning programmes ensures that children are given an amazing range of opportunities to learn and develop. Coupled with the professionalism, genuine warmth of staff, and an individualised approach towards care and learning, children can not help but thrive.

The contribution of the early years provision to the well-being of children

Staff are keen and dedicated, always striving to provide excellent care. A first-class key person system is in place, which helps both parents and children to build strong relationships with a designated member of staff. Staff are extremely attentive, providing genuine warmth and affection to every child. This enables all children to feel safe and secure, giving them the confidence to develop their independence and explore the environment. Consequently, children are happy and relaxed, expressing themselves fully as they engage in play and develop skills for future learning. Babies show very strong attachments as they seek out staff for comfort, snuggling in for cuddles and stories. Older children engage staff in their play, confidently chatting to them about the animals in the sand pit and discussing how pigs like to be muddy. They enjoy discussing the difference between the big and small animals and counting the number they find. They show a firm sense of belonging in the setting as they independently help themselves to favourite toys, ask for additional resources and decide whether or not they want to move on to a different part of the nursery. They help to tidy up at the end of a session and older children sit with younger ones at mealtimes showing them how to use cutlery. This also helps them develop their self-help skills as well as promoting positive self-esteem.

Superb resourcing ensures that all age groups have a fantastic range of age-appropriate activities and toys to meet their needs. Babies satisfy their need to investigate and explore as they handle a range of sensory toys that feel smooth, rough and crinkly in a treasure box. They enjoy shaking rattles, using the ample space to crawl about and express delight as they recognise themselves in the low level mirrors. Older children enjoy imaginative play with puppets and talk confidently about the shapes they make out of construction blocks. They develop a fantastic range of skills as they make cards, cutting ribbon independently, using glue sticks and spreaders with increasing precision.

Learning through play ensures that all children receive a high level of challenge and key skills for future learning are swiftly developed. The excellent level of child-initiated play

enables them to express their ideas confidently, while opportunities for open-ended play ensure that they are able to see their ideas through to fruition. This provides them with a sense of achievement, promoting a positive attitude towards new activities and enabling them to be ready for their next stages of learning. Excellent links with the local schools, nurseries and other settings also aids transitions. Reception teachers visit the setting and meet the children and visits to local schools are also arranged. The setting also helps children to cope with moves around the nursery, providing them and their parents with a tour as they move into a new base room.

Children have a mature understanding of safety. They understand the 'golden rules', which are displayed in the setting as they have contributed to the poster with their own drawings and comments. They also take part in risk assessments, identifying things that could be hazardous and how to keep themselves safe. They take part in regular evacuation drills and staff provide some excellent opportunities for them to learn about health and safety in a fun way. For example, they arrange a visit from the fire service with a fire engine and have visits from a doctor and nurse to learn about keeping healthy.

The effectiveness of the leadership and management of the early years provision

There is a first-rate management team in place with the director and manager of the setting effectively leading from the top. They have extremely high expectations for the setting and their combined skills, dedication and strength of character have resulted in outstanding levels of care being delivered to all children. Their enthusiasm for quality childcare is tangible and infects all the staff, from the most senior to the most junior. There is a positive attitude towards personal development and staff embrace change as they are fully supported with in-house training. This is piloted and tested before being delivered. Consequently, all staff are confident in their roles and have high levels of motivation. Children benefit as they are cared for by knowledgeable staff and they also pick up on this atmosphere, having a positive attitude towards their own learning and development. The management team further promote staff's skills by sometimes providing video clips of 'best practice'. These give a concrete example of how to deliver activities such as story-telling, with the management team role-modelling ways to engage and challenge children. To continue to build on this very good practice would help all staff, particular new staff, to swiftly develop the exceptional teaching methods so that children are able to benefit during all activities.

The setting uses self-evaluation successfully to identify other future priorities and robust action plans are put in place to monitor progress. For instance, the setting identified a need to focus on children's individual learning styles to better support them. As a result, training was provided to all staff and children's next step sheets now include the identification of their preferred learning style so that activities attract them. This is regularly reviewed to assess the impact of new ways of working and early indications suggest that children are now progressing even more rapidly than before.

There are rigorous systems to observe, assess and monitor each child's development. Staff complete a tracking document to monitor and review children's attainment across all areas

of learning. These reviews are overseen by management to ensure that any concerns are promptly identified and followed up. Parents are part of the review process and their comments and observations are always included and taken account of, ensuring staff have a complete picture of what each child has achieved so that they continue to make rapid progress. Management collate information to monitor the delivery of education and to ensure all areas are equally covered. Tracking systems to monitor different groups of children are used to ensure no group is disadvantaged.

Excellent partnerships exist with both children's parents and other professionals who have an input into children's care. Staff make considerable effort to engage all parents, ensuring that children's needs are fully discussed prior to, and during their time at the setting. Where special needs are identified, the management ensure that this is fully researched and discussed with parents so that the best possible care can be provided. Consequently, children with additional needs are superbly supported as staff are fully aware of any conditions, how to avoid problems and how to deal professionally with any issues. Parents are warmly welcomed into the setting and encouraged to attend open evenings and open days to find out more about the nursery and how to support their children at home. Parents' views are sought informally through discussion and formally through questionnaires. Parents comment that they 'have every confidence' in the staff and that they are very impressed with the way that their children are known and treated as unique individuals. They appreciate the 'very secure but homely nursery' and consider the care to be 'excellent in every way'.

All staff fully understand the signs and symptoms that may indicate abuse and know how to report any concerns. All staff receive training in this area and a full written policy is in place to support effective practice. The manager takes responsibility for any safeguarding issues and ensures that any incidents are followed up appropriately. The environment is fully risk assessed and all external doors are locked and secure. Children move around all rooms safely, enjoying the freedom to use different themed rooms and the fantastic outside area. Babies and toddlers have ample space to crawl and climb on soft furnishings, supported by the attentive and vigilant staff while older children develop their independence as they move around freely, accessing different activities that challenge and stimulate them. Consequently, children of all ages and abilities display confidence in their surroundings and, without doubt, blossom in the caring environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY295986
Local authority	Derbyshire
Inspection number	891375

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	110
Name of provider	Associated Nurseries Limited
Date of previous inspection	15/08/2011
Telephone number	01283 552711

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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