



Chuckle Bunnies Day Nursery

Inspection report for early years provision

Unique Reference Number	EY295986
Inspection date	28 February 2007
Inspector	Janice Rizvi
Setting Address	The Old Vicarage, 35 Vicarage Road, Swadlincote, Derbyshire, DE11 8LG
Telephone number	01283 552711
E-mail	
Registered person	Associated Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Chuckle Bunnies Day Nursery 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. A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 19.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 98 children aged from six months to under eight years on roll. Of these, 25 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 19 members of staff most of whom hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The nursery makes excellent provision to promote the good health of children. Children are protected from the risk of infection because adults act as meticulous role models to the children on hygiene practice. This helps them to develop a very good understanding of how to keep healthy. Older children carefully explain to younger ones that they must use soap to wash their hands and show them how to use the dispenser. Babies receive excellent care as individual needs are met. Babies have regular nappy changing and associated records ensure that parents are well informed. There are comprehensive procedures in place to ensure children's physical care needs are met such as, toileting, weaning and sleep routines to maintain consistency between home and nursery.

There are efficient procedures in place to care for children who are ill. If children become ill in the setting, adults ensure they are made comfortable and cared for sensitively while waiting to be collected by parents. Adults are trained in administering first aid and all permissions and records are in place to ensure children's health and safety.

Children enjoy healthy meals and snacks such as, fresh fruit, toast and sugar free cereals that are freshly prepared on the premises. The nursery supports a healthy eating policy and has an excellent understanding of food nutrition. Their food fact sheet is given to parents on admission. Vegetarian options are always available. The menus are operated on a four weekly rota and displayed on the notice board. Children are encouraged to be independent. More able children concentrate on pouring their drinks of milk and water and child monitors help to distribute plates and cups. Snack and meal times are sociable occasions where children can sit and talk to each other and eat at their own pace. Adults use this time to help children to think and learn about the origins of their food. Drinks are offered regularly to ensure children's fluid levels are maintained.

All children regularly enjoy outdoor activities. They develop control of their bodies through games, such as balancing on stilts; they negotiate obstacle courses and use their hand and eye coordination through bats and balls. In the indoor soft play area they have fun balancing across barrels, crawl under tunnels and hide inside tubular constructions. They experience rhythm through musical action rhymes and musical instruments. Very young children are also given excellent opportunities to enjoy fresh air and exercise twice daily when weather permits. Learning activities are taken outside and children experience a different concept of the space around them. Older children paint the fence with water, use large stubby chalks to write on the paving and roll balls and hoops. Children are developing an awareness of the effects of healthy exercise on their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children receive a very warm welcome from adults that ensures the environment is interesting and relaxing for them when they arrive. Activities and resources, which are of exceptional high

quality, clean, safe and appropriate for the age of children using them, are displayed in an exciting and interesting way throughout the nursery.

Children are secure. Indoor and outdoor space is extremely well organised which enables children to explore and take risks while being appropriately supervised. Children can move freely and are protected from harm. There is a high ratio of adults to children present, and adults are appropriately deployed, ensuring children experience consistent high levels of support.

Children's risk of injury is minimised due to adult's vigilance. Visual and written risk assessments relating to indoors and outdoors are undertaken daily. Activities are risk assessed and adjustments are made where necessary. Access to the premises is monitored by adults who take extra care to protect children's safety by ensuring that all persons collecting children are authorised to do so. A visitors' book is used to establish a record of who is on the premises at any one time. Children display an excellent understanding of how to keep themselves safe. They describe with clarity how they must hold onto the top rail of the banisters as they climb the stairs in case they fall. Children develop a strong sense of responsibility from an early age as they are involved in the risk assessments and are encouraged to report potential dangers such as trip hazards to staff.

Children are protected from harm. Adults have a thorough understanding of child protection issues and of their responsibilities in this area. There is a clear child protection statement based on national and local child protection procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are very happy and actively enjoy their time in this vibrant nursery. Children are eager to learn and participate enthusiastically in the outstanding range of stimulating and challenging activities. They are able to build on knowledge and skills already acquired because adults know the children very well and because adults provide a wealth of first hand learning experiences for the children which are both adult-led and child-initiated. Children are very confident, relationships are excellent.

Babies and young children benefit from the staff's thorough knowledge and understanding of the 'Birth to three matters' framework, which enables staff to plan first hand learning experiences based on children's individual needs. Babies develop their early communication skills as they engage with adults. They particularly enjoy music time, beginning to learn to vocalize, sing nursery rhymes and make sounds with musical instruments and name objects in their picture books. Babies have good opportunities to develop their senses as they explore a variety of objects and textures such as, ribbons, pasta, soft toys and brushes. Babies are encouraged and supported in their early physical development as they begin to roll, crawl and take their first steps.

Children aged two to three are beginning to develop very positive relationships with both their peers and adults. They show delight and enthusiasm at the wonderful range of stimulating and challenging activities that are made available to them. Children have superb access to toys and resources which enables them to develop their independence and make choices. Children's

learning is supported well through an excellent balance of both adult-led and child-initiated play. Children are gradually introduced to problem solving such as, fitting together two piece inset puzzles and fitting different shapes into posting boxes. They begin to make marks with 'Etch and Sketch', use crayons and paint brushes, and count up to three. As they become more expert at feeding themselves they handle spoons and forks and hold their cups to drink. Young children continue to develop their communication skills during their interaction with adults and enjoying music and action rhymes. They become familiar with books and learn to sit and listen to simple stories.

Children's personal and social development is exceptional. Children enjoy excellent relationships with both their peer group and staff and their communication skills are inspiring as they effectively engage in discussion with adults and their peers. Children become engrossed in a wide range of purposeful, challenging and fun activities which they all enjoy enormously.

Children's behaviour is excellent, children are actively and consistently praised by staff for their effort and achievements, consequently their self-esteem is carefully fostered. For example, children were praised for putting on their own outdoor clothes in preparation for outdoor play, whilst less able children were sensitively supported to complete the task. Children show a strong sense of belonging as they greet each other and staff on arrival. They speak confidently and share their personal experiences within the group and to visitors. Children listen carefully to each other, they take turns and show care and concern for others.

Nursery Education

The quality of teaching and learning is outstanding. Children are making rapid progress towards the early learning goals. Children respond to new activities and challenge with lively interest. The adults are caring, patient and supportive of the children; they have high regard for the children and know them well. The adults demonstrate a very high level of professionalism to their work and provide good role models for the children. Adults stimulate and motivate the children to learn through creative teaching methods which are varied and exciting. Adults manage children's behaviour sensitively and consistently. They encourage children's good behaviour through regular praise and encouragement. Consequently, the children's behaviour is excellent. Planning is thorough, activities are varied and learning outcomes are clearly identified. Interaction between the staff and children are excellent. Adults encourage children's thinking, questioning and exploration. Assessment is rigorous and information gained is effectively used to inform future planning and guide teaching.

All children have equal opportunities for learning; adults ensure that both full and part-time children are able to access the full range of activities and special project work. Children make outstanding progress as a result of the wide range of interesting and stimulating activities, and through the excellent first hand learning experiences provided by the staff. The children benefit from the adults' constructive questions which encourage them to express their feelings and develop their ideas and interests. They have excellent opportunities to use their own initiative and develop their independence whilst engaged in both indoor and outdoor activities. Children with learning difficulties benefit from a trained and very effective Special Educational Needs Coordinator (SENCO) who helps to ensure that each child's needs are fully supported. The

coordinator works closely with key workers, parents and other professionals to ensure that all children continue to develop well.

The extremely welcoming and outstandingly well-organised accommodation provides a happy and stimulating learning environment in which children are able to access resources independently. Resources are very good quality and are used effectively and imaginatively to support the children's learning and enjoyment. Children's work is valued and their achievements are celebrated through the splendid displays of work which can be seen around the nursery.

Children learn about their own and other cultures as they celebrate festivals throughout the year; they express their feelings and manage their self-care needs effectively. Children engage easily in conversation; during group discussion time children participate enthusiastically, they listen carefully to adults and to each other, and talk about past and present experiences. They recite each others names in turn and know the name of the child sitting next to them.

Children learn how print carries meaning; they are able to identify their labelled work on displays and enjoy making Mother's day cards. More able children are able to write recognisable letters on their own work as they freely access writing materials in the different areas, they competently use stencils, write lists and label envelopes. Children enjoy story time and have regular access to a wide range of books; many of the children show a keen interest in books and use them independently, carefully turning the pages and discussing the illustrations with each other and staff. Children's contributions are highly valued as they are encouraged to take the lead and read stories to the group.

Children are encouraged to use number as part of every day routines and are beginning to grasp the concept of addition and subtraction as groups of children increase and decrease. They use objects in the room such as 'If I have two bricks and another two bricks how many will I have altogether?' more able children know they have four. They know they have three left if one is taken away. Children use mathematical language effectively in activities and are familiar with words to describe size, position, shape and quantity. They confidently name shapes such as square, triangle, circle and rectangle and have opportunities to sort, match and compare objects in a variety of contexts.

Children have good access to a range of toys, resources and planned activities which promote their awareness of diversity, for example, as they enjoy celebrating different cultural festivals throughout the year such as, Diwali, they make lion masks for Chinese New Year and participate in Christmas activities at the church next door. Children freely access a good selection of programmable toys and technical equipment which they use competently and with increasing skill. Children use the computer keyboard and mouse confidently and are supported appropriately by staff whilst using the different programmes. Children learn about their natural environment and develop an understanding of living things, as they collect frog spawn from the pond in the spring. They talk about animal and reptiles as they try to imagine what crocodiles eat, one child suggests 'goldfish'. Adults extend children's thinking by asking 'do you think they live in the river or the sea?'

Children have daily opportunities to paint, draw and make collages using an extensive range of media including chalk, felt pens, pencils, fabric and malleable materials. They are encouraged

to follow on from different activities such as the topic at story time when children coming into the craft room say they want to make an island. When asked what they want to put on their island they all have different ideas such as, butterflies, sheep and glitter. Children use their imagination in activities such as creating their own models, one boy is engrossed in making a rocket out of plastic bottles card and paper, another girl says she is making a slide and when asked where she can find a slide she says 'in the park'. Children co-operate well together, as one girl tears off a strip of tape to help another stick her model together. Children enjoy a variety of role-play situations. For example, in the imaginary room there is a bedroom and a fire engine set out. One girl says 'I'm washing the fire engine' and says she is using a sponge as she makes circular movements with her arms and asks other children if they are coming to help. A boy wraps the dolls in blankets and puts them to bed in the bedroom. The theme of the day is about families and what children want to do when they grow up, one girl tells the adult she wants to be a 'doggy' a boy joins in and says he wants to be a 'daddy' another girl says her mummy is having a baby. In this way children are learning about each other, making connections and talking about their thoughts and feelings. Children explore sound effectively through playing a range of musical instruments and listening to a variety of musical sounds. They enjoy singing and maintain a good sense of rhythm when joining in rhymes. There is enormous excitement as the children sing 'The Crocodile Song' and 'Five Little Monkeys'.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and are offered a wealth of opportunities and learning experiences, underpinned by highly appropriate support from staff to ensure that all are able to participate and develop to their maximum. Children are respected at all times and play a full and active part in the setting because adults value their individuality.

Children are offered a multitude of creative play opportunities and activities which promote their understanding of society and their local community such as, comparing pictures of communities past and present to identify the differences between then and now and to increase their awareness of their own and other cultures and ways of life. These include topic work where children looked at individual countries, investigating customs, beliefs, food and native animals.

Children's spiritual, moral, social and cultural development is fostered. Adults make excellent use of praise and other positive strategies to promote good behaviour. As a result, all children's behaviour is exemplary throughout the sessions. They confidently choose their activities and competently organise turn-taking and sharing. All adults are highly skilled in managing children's behaviour, setting consistent boundaries and always offering clear explanations so that children are able to take responsibility for their own actions. Adults act as excellent role models, always remaining calm, polite and attentive to all, which creates a calm atmosphere where routines and expectations for good behaviour are clearly established. Children respond exceptionally well to staff, and this extremely positive approach ensures children look forward to attending the nursery.

Children who have learning difficulties and or disabilities have their requirements clearly identified and consistently met as there is a detailed, practical policy relating to this and staff

ensure that this is consistently implemented. Children have individual plans which clearly relate to their needs and are referenced to the curriculum for the Foundation Stage and to the 'Birth to three matters' framework, ensuring the balanced promotion of development in all areas. Adults demonstrate great skill and sensitivity in this area, working with individual children and parents to make sure that all are included in activities and daily routines.

The partnership with parents and carers is outstanding. Adults show an active commitment to involving parents fully in the setting and in their children's learning. There is a comprehensive parents' prospectus and information pack which ensures that they are fully aware of all policies and procedures, enabling them to feel confident in the staff, and in turn, passing this confidence on to their children. Parents are encouraged to become involved in their children's learning through suggested learning activities sent home each day on the daily care sheet. They are kept exceptionally well informed of their children's progress and activities through parent consultation evenings, written reports and meetings with staff. There are highly informative notice boards containing a wealth of information about topics such as the current themes and activities, curriculum guidance, meal menus, health and safety. This positive attitude ensures that parents' views are valued, standards are maintained and high quality care can be provided for each child.

Organisation

The organisation is outstanding.

Overall, the provision meets the needs of the range of the children for whom it provides. They benefit from the care provided by experienced, highly skilled adults that are deployed effectively to meet children's needs. Children's daily comfort and enjoyment is greatly enhanced by the exceptional quality of organisation and the meticulous attention to all details relating to their care.

Children's varying needs are consistently met and they are offered an extensive range of activities and a wealth of play opportunities due to the excellent organisation of space. The setting is divided into different activity rooms according to age groups and children are able to move safely from one area to another. Children's welfare and safety are consistently promoted through the setting's excellent policies and procedures and the adults' thorough knowledge and diligent daily implementation of these. There is an excellent induction process for new staff, providing information and support. This continues through the staff assessment and appraisal system, which ensures that all training needs are identified and staff are able to work appropriately with all children.

The leadership and management of funded children are outstanding. Adults receive clear and positive direction from the manager. Children's overall welfare is promoted by the excellent understanding that the manager has of her role and responsibilities and awareness of the strengths and weaknesses of the setting. She ensures that she is aware of all regulations and changes in legislation, carrying out her own research and reviews to implement any changes as necessary. These are carefully studied to review the implications of these to both children and staff. She acts as an excellent role model and adults are highly motivated. They regularly attend additional training and meetings and in-house training out of nursery hours. All daily sessions are exceptionally well planned, with a balanced range of opportunities throughout the

day. Adults continually pay attention to what children are doing and ensure that they are always given sufficient time and resources to complete their activities and tasks. The development of all children is promoted and the setting continues to provide high quality care.

Improvements since the last inspection

At the previous inspection the nursery was asked to review the arrangements for children to access activities of their choice throughout the day and be able to complete chosen tasks: to include the information gained from parents with regard to children's development in the assessment records.

The nursery has continued to use and build on the children's free choice visual activity cards used at registration time. These remind children of different activities available and give children a visual aid to assist them with their decision. The nursery has also added extra resource boxes that are freely available at children's toy level. Children are given the choice to stay in the room to complete their chosen activity or move to the next activity area as they wish. For example before the group moved into the next room, a child sat at the computer was asked if he had finished, or did he wish to stay in the room with the other group. Adults waited for him to decide and he said he wanted to continue to the next room.

A full developmental check list is given to parents to complete. All children have their own development record and a care plan is completed and shared with parents. Development records are updated every two weeks from recorded observations of children's achievements. Nursery funded children have their reports completed every term, with regular parents evenings to provide feedback. The settings attention to the above issues has improved the standards of care for children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk