

# Chuckle Bunnies Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY295986

**Inspection date**

15/08/2011

**Inspector**

Jayne Rooke

**Setting address**

The Old Vicarage, 35 Vicarage Road, Swadlincote,  
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**Telephone number**

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**Email**

**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

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. A maximum of 54 children may attend the nursery at any one time. There are currently 110 children on roll who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to eleven years. 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 23 members of childcare staff. Of these, 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.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive as they participate in a stimulating and exciting range of play and learning experiences, which present excellent levels of challenge. Their individuality is highly respected, providing many opportunities for them to make rapid progress in their learning and development. Mealtimes offer children opportunities to develop their independence in most areas. The setting's unique approach to self-evaluation and partnerships with parents, carers and other professionals is highly effective in practice. Consequently, children feel happy and settled within this exceptionally well-organised and inclusive setting.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending opportunities for children to further develop their independence and self-help skills at meal times.

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

Highly effective safeguarding procedures are implemented rigorously to ensure that children's safety and well-being is given high priority. Authorised entry arrangements include the verification of visitor's identity and reason for visit before they enter the premises. All staff have an in-depth knowledge and understanding of the signs and symptoms of abuse and confidently describe how to put procedures into practice. There is a continual review of the safeguarding policy and training programme. This ensures that staff remain up-to-date with current guidelines and regulations. Systems to ensure that staff are and remain suitable to work with children are extremely robust. This protects children from harm and neglect. Children are further protected through thorough risk assessments to ensure that they can move around freely and play safely, both indoors and outside. Staff pay close attention to innovative safety measures, such as monitoring the intensity of UV rays for sun protection and helping children to take responsibility for their personal safety. Comprehensive records and policies are accurately maintained to ensure children's safe and individualised care.

Children are welcomed into this vibrant and comfortable setting. They receive high levels of support from dedicated staff who use their expertise and skills to significantly enhance children's learning and care. Highly effective use of each area stimulates children's enjoyment and learning in a variety of ways. An extensive range of toys and equipment are accessible to all children, enabling them to initiate self-chosen play. The setting adopts an excellent approach to inclusion, involving parents, carers and outside advisory services to provide optimum support for children with additional needs and advanced skills. This successfully creates an environment where children feel valued as individuals and their lives and backgrounds form the basis of future planning and assessments. Children develop a positive attitude and an active approach towards equality and diversity through practical and meaningful activities and projects.

Self-review systems are highly effective in identifying the setting's excellent areas of practice. This drives forward the highly considered approach to continual professional development and new initiatives. Staff, children and parents are actively involved in the process of review. Their ideas and comments are used to inform and direct future improvements in all aspects of the service provided. The provider and managers regularly attend local authority conferences and educational seminars to share their knowledge, skills and expertise in providing high quality care and education. This includes dissemination of information and best practice to other settings through training, internet articles and by offering support to network groups. There were no recommendations raised from the previous inspection, which was judged to be outstanding.

Partnerships with parents, carers and all those involved in children's care and education are exceptional. Parents are fully engaged in all aspects of the setting. They receive comprehensive and reassuring information and guidance, which helps them to support their child's learning and development. Many written and verbal

comments received from parents demonstrate their views about the 'superb' and 'exceptional' care their children receive. The provider actively seeks out highly skilled practitioners and educationalists to advise and guide professional practice and policy development. Transition arrangements are very well established, ensuring children's smooth transfer between each room and to their first school. Consequently, children receive excellent levels of support to meet their individual needs.

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

Children achieve and enjoy to their full potential and beyond because staff plan and provide an exciting and stimulating range of play and learning experiences across each area of learning. Exceptional observation and assessment systems are skilfully arranged to ensure that children's learning is tailored to their individual interests, current schemas and learning styles. Consequently, children are inspired to express their imagination and creativity. For example, children show curiosity and interest in the world around them. They explore and investigate the lives and habitats of small creatures in the garden and from the seaside. They sort, count, match and handle shells and pebbles of varying texture and size and become fascinated by the sounds they hear as they hold the shells to their ears. Older children enthusiastically collect sticks, leaves and feathers from the garden to create a nest for the birds. They recreate what they discover and see in their two and three-dimensional artwork. They show pride in their achievements as they create birds out of play dough and build bird houses from plastic containers and cardboard boxes. They express their individuality and creativity as they choose a range of media and materials to decorate their creations. Babies and young children are engaged in activities which help them to explore using all of their senses. They dabble their fingers in the paint to make a variety of patterns on paper. They investigate a variety of objects in the treasure baskets which encourage them to recognise vibrant and contrasting colours. All children respond to a broad range of musical stimulus which helps them to recognise familiar tunes, rhythms and rhymes.

An extensive range of tools and equipment are readily accessible to children to enhance their learning and skills. They confidently use magnifying lenses to observe detail in picture books, identifying different types of animals and creatures. This promotes the use of books as a source of information and the use of tools for investigation and exploration. Children learn how magnets stick to metal, but not wood or plastic, beaming with pride when they successfully attach a magnet to a metal radiator. They competently use the mouse to operate simple computer programmes, clicking on different icons to successfully identify letters of their name. They engage in sequential story games, responding with enthusiasm as they talk to adults about what happens at the beginning, middle and end of a story. This gives meaning and purpose to their learning.

Children take part in planning activities and events. They initiate ideas for their role play, transferring what they see outside of the setting to their imaginative play.

Adults skilfully facilitate this area of play, providing pretend play and real resources to create a construction site and office environment to represent the building site nearby. Boys and girls are busily engaged in pushing toy wheelbarrows across the room, transporting the dollies in this new mode of transport. They use telephone equipment to talk to customers and writing materials to make marks on paper as they play, developing the skills they need for communication and writing for a purpose. They competently handle toy tools with good control and coordination to pick up objects and to clamp and screw things together. Staff actively engage in children's play and learning, taking time to explain the importance of builders wearing safety glasses to protect their eyes and how ear defenders protect their ears from loud sounds. This consolidates children's understanding of personal safety issues. A stimulating array of written and picture labels further enhance children's knowledge and skills, encouraging them to follow building site safety instructions, such as wearing masks, hard hats and hi-vis clothing. The setting is richly resourced with labelled boxes and picture displays, which encourage children to make considered decisions about their play and everyday routines. Positive intervention from adults encourages children to resolve disputes and to take turns and share. This helps them to consider the needs and feelings of others. Children from different backgrounds are inspired to share what they know and understand about their traditions and culture, demonstrating how to use traditional tools, such as chopsticks. Books, photographs and displays of a wide range of festivals, languages and beliefs help children to recognise and celebrate diverse communities and events.

Children are physically active indoors and outside. They gain good control of their movements from an early age as they develop the strength in their muscles ready for walking. They advance their coordination skills, using ropes for skipping, and kick hard and soft balls during their physical play. Children benefit from regular fresh air, and exercise and rest and sleep according to their individual needs. They follow good hygiene routines and enjoy nutritious meals, snacks and drinks. This promotes their healthy growth and development. Mealtimes are sociable occasions when children and adults sit together. Most children are engaged and actively involved in conversations with adults and each other, however, some become overwhelmed by the noise and intensity of activity when waiting for their food to be served. They are given appropriate responsibility for serving themselves to a drink of water, but do not always have the opportunity to serve themselves to their own food as they become increasingly independent. This potentially minimises opportunities for them to advance their self-help skills.

Children feel safe as demonstrated through their safe behaviour. When climbing up and down the stairs they know that they must walk carefully behind an adult and hold onto the stair rails for support. They understand the need to cover themselves up on 'high UV days' so that the sun doesn't burn their skin or eyes. They develop high levels of confidence and self-esteem because adults offer them praise at every opportunity, gently guiding and supporting them towards outstanding achievements overall.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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