

Chuckle Bunnies Day Nursery

71 Branston Road, Burton-on-Trent, Staffordshire, DE14 3BY



Inspection date 24 July 2015
Previous inspection date 22 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. There is a sharp focus on observation, assessment and planning for children's learning which is consistent across the nursery. Consequently, the gaps in children's attainment are narrowing and children are making good progress from their starting points.
- Children are safeguarded. Comprehensive training enables staff to articulate a competent knowledge of safeguarding procedures. They know their roles and responsibilities in reporting a concern about a child and the procedures in the event of an allegation. This helps staff to fully promote children's safety and well-being.
- Staff develop secure attachments with children. They talk to children in a kind and courteous manner. Therefore, children quickly develop a sense of belonging and grow in confidence. As a result, children are ready to learn and well prepared for their move to school.
- The leadership team demonstrates a very strong commitment to promoting high-quality provision. Action plans set clear and measurable targets for improvement. Support for staff through effective supervision and extensive training has a very positive impact on the learning experiences they offer children.

It is not yet outstanding because:

- Monitoring is not sufficiently robust to ensure the quality of teaching delivered by all staff is consistently of a very high quality because it has not had time to embed
- Not all staff allow children to think and respond in their own time.

What the setting needs to do to improve further

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

- further embed the monitoring systems to make sure all staff build on their existing knowledge of how children learn through effective teaching
- extend children's communication and language development by maximising opportunities for children to have time to think and respond.

Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspectors looked at relevant documentation, such as policies and procedures, planning and assessment records and evidence of the suitability of staff working in the nursery.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors carried out joint observations with the nursery manager.
- The inspectors spoke with the registered provider, manager, staff, parents and children at appropriate times throughout the day.

Inspector

Lorraine Anne Lawton / Diane Stone

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children, including those with special educational needs, thoroughly enjoy their time at the setting and are making good progress. Staff know precisely how well children are developing and they use this to accurately identify the next steps in their learning. Staff creatively use the activities that children enjoy most during their self-chosen play to provide learning opportunities, such as linking letters with sounds, drawing and counting. Older children are able to recognise letters and write their name. Children confidently use numbers such as, when they count lots of fingers and when they hop up and down. Staff sensitively respond to younger children's interests. For example, when children pour water onto the ground and see the chalk marks disappear, staff ask them what is happening and introduce large brushes to support their play. This helps children's communication skills as they listen to staff and try to make sense of what is happening. However, on occasions, not all staff pace their questions to give children time to think and respond. Children who speak English as an additional language are well supported to maintain their home language and to gain a competent level of English.

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

Children quickly settle and flourish during their time at the nursery because staff are extremely caring and attentive to their individual needs. Staff ratios exceed the required level for the under two's which results in exceptional arrangements to care for children, support their health, emotional well-being and physical development. Babies are kept safe whilst sleeping. They are monitored exceptionally well through the effective use of sleep monitors which alert staff to sudden changes in a baby's sound or movement. Staff support children to serve their own snacks, pour their own drinks and wash their hands, without prompting. This means children are developing high levels of self-control and social skills. Very young children learn to sip from a cup. This prevents the long-term problems that occur with children's prolonged use of bottles or teats. All children have access to fresh air and exercise even when it is raining. Children behave well because staff praise their efforts and use humour to gently discourage unwanted behaviour.

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

A recent change to the management team is effectively supporting staff and driving improvement. For example, the well-qualified provider has recently attended training in order to deliver level two safeguarding to staff. The management team has an extensive knowledge of the Early Years Foundations Stage requirements. They monitor the quality of teaching and discuss the strengths and weaknesses at frequent supervision sessions. However, systems are not yet fully embedded. Staff are supported to train to a higher qualification level. The management team monitors the progress of different groups of children such as, boys and girls. For example, they provide appropriate resources to secure boys interest in literacy and girls interest in numbers. This means children access positive learning experiences. Parents receive regular written reports about their child's

learning and those spoken to are happy with their child's progress.

Setting details

Unique reference number	218417
Local authority	Staffordshire
Inspection number	1022246
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	40
Name of provider	Associated Nurseries Limited
Date of previous inspection	22 July 2011
Telephone number	01283 539202

Chuckle Bunnies Day Nursery is one of three settings run by Associated Nurseries Ltd and registered in 1996. The setting is situated on Branston Road, Burton-on-Trent in Staffordshire. The nursery has an outdoor area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery opens Monday to Friday, from 7.15am to 6.30pm, all year round, with the exception of bank holidays. The nursery receives funding to provide education for two-, three-and-four-year-old children.

The nursery employs 11 staff members including a cook. All childcare staff hold appropriate early years qualifications and the cook is trained in food hygiene. The area manager holds a childcare qualification at level 6.

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