

Chuckle Bunnies Day Nursery

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



Inspection date	17 October 2018
Previous inspection date	24 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff develop strong partnerships with parents. They ensure information about what children already know and can do is sought from parents at the time of entry to the nursery. Staff support parents well with ideas about how to best support their child's learning at home. This helps to promote children's learning and progress well.
- Staff foster children's emotional attachments well. They demonstrate warmth and care and respond swiftly to children's immediate needs. All staff use meaningful praise with children as they play. This helps children to follow the rules for good behaviour and to develop friendships with other children. Outcomes for children are good.
- Partnerships with other providers, including the local schools, are good. This helps to ensure that there is consistent shared support for children's care and learning, and also promotes their ongoing readiness for school.
- The manager provides one-to-one meetings for all staff. These provide staff with the opportunity to discuss anything that concerns them, their key children and their training opportunities. The manager observes all staff practice. This helps to ensure that teaching has a positive impact on children's learning.

It is not yet outstanding because:

- At times, children are not given the opportunity to choose the outdoor equipment they want to play with during child-initiated play times.
- Occasionally, some activities end too quickly, and opportunities to promote children's skills in concentration and perseverance to the highest level are not given priority.

What the setting needs to do to improve further

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

- promote children's independent choice about what they want to play with during their self-initiated play times in the outdoors
- provide sufficient time for children to complete activities, so they can effectively pursue their own interests, explore and investigate, enabling them to develop higher levels of concentration and perseverance.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and the registered person. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff assess all possible risks to children in the indoor and outdoor areas every morning before the children arrive. They continue to monitor all areas and closely supervise children throughout the whole day. This helps to keep children safe and well. Staff attend child protection training. This helps to make sure they know what to do and whom to talk to if they have any concerns about a child in their care. The manager works closely with the staff to monitor the educational programmes. This helps her to monitor children's progress over time across all areas of their learning. The provider makes sure that the manager, staff, parents and the children are all fully included in the self-evaluation procedures. This helps to identify areas for continuous improvement on which to focus upon.

Quality of teaching, learning and assessment is good

Staff working with babies provide messy activities that encourage babies to explore. For example, babies use tools and their hands and fingers to explore sensory painting. Staff promote babies' listening and understanding skills well as they use a running commentary to describe what the babies are doing. Staff encourage toddlers to develop their imagination. For instance, they play alongside toddlers as they explore the play food, pans and utensils in the home corner. Staff respond immediately as toddlers request a story. Toddlers demonstrate excitement as they recognise their favourite characters in the book. Staff help the pre-school children to learn about numbers and counting. For example, children enjoy identifying shapes on the play mat. They recognise which shapes are bigger or smaller and confidently count from one to 10 as they put them away. During such times, staff use a range of questioning techniques to encourage all children to solve their own problems and to describe what they are doing during activities.

Personal development, behaviour and welfare are good

Children thoroughly enjoy being out in the fresh air every day. They play hopscotch games, throw and catch, and they chase around after their friends. Children learn about good hygiene practice. They know why they need to wash their hands before eating and after toileting. Staff provide healthy well-balanced meals that reflect children's requirements and parents' preferences. This helps children to begin to develop their understanding of the importance of a healthy lifestyle.

Outcomes for children are good

All children make good progress. Babies grow in confidence as they join in with their favourite songs and rhymes. Toddlers enjoy investigating at the sand tray. They use tools to fill various containers and have a go at making their own sandcastle. Older children are growing in confidence as they recognise and write their own name. All children explore similarities and differences between themselves and others in the local and wider community. This helps children to develop respect for others.

Setting details

Unique reference number	218417
Local authority	Staffordshire
Inspection number	10065993
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	53
Number of children on roll	43
Name of registered person	Associated Nurseries Limited
Registered person unique reference number	RP903933
Date of previous inspection	24 July 2015
Telephone number	01283 539202

Chuckle Bunnies Day Nursery is one of three settings run by Associated Nurseries Ltd and registered in 1996. The nursery employs 10 members of childcare staff. Of these, one holds qualified teacher status and one holds an appropriate early years qualification at level 5. A further seven staff hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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