

Chuggers

30 Silver Street, Taunton, TA1 3DL

Inspection date	20/03/2014
Previous inspection date	Not Applicable

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff maintain a safe and secure environment in which children move around and play safely and confidently.
- Staff support children well in leading their play and exploration. As a result, children are happy and explore with interest.
- Children benefit from free flow play to the outdoor play area where staff encourage them to play with energy to promote their physical development.

It is not yet good because

- Staff do not consistently use assessment to identify gaps in children's learning. They do not always tailor planned activities or challenges to help children make good progress in all areas of learning, particularly in communication and language.
- Staff do not regularly encourage children to learn about size or shape to help them develop further their understanding of these mathematical concepts.
- Staff do not involve parents from the start in contributing information about children's home learning achievements to promote their child's development further.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the quality of teaching in the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
The inspector held a meeting with the registered person to assess the suitability and
- qualifications of staff and management's knowledge and understanding of requirements.
- The inspector conducted a joint observation with the supervisor.

Inspector

Bridget Copson

Full report

Information about the setting

Chuggers Day Nursery registered in 2013 and is a privately owned nursery situated close to Taunton town centre, Somerset. Children have access to three rooms, a sleep room and toilet facilities. There is access to an outdoor play area. Children attend from the local surrounding areas.

The group is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 11 children on roll in the early years age group. The group is in receipt of funding for the provision of free early education to children aged three and four years. The group is open weekdays from 8am to 5.30pm, for 51 weeks of the year.

The registered owner is also the manager of the group and employs four staff members, all of whom hold or are working towards relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of assessments and planned activities to promote children's next steps in learning more effectively and to help every child make good progress in all areas of learning
- improve the programme for communication and language by asking children effective questions, pitched at a level they will understand, to help them think and respond as they develop their language abilities

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

- develop children's interest and understanding of size and shape further with more opportunities to compare the sizes of different objects
- extend partnerships with parents by involving them more from the start in contributing information about children's home learning achievements.

Inspection judgements

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

Staff implement some suitable systems to plan and monitor children's learning. They record observations of children and key persons use this information to identify children's interests and to monitor their progress each month. However, not all staff consistently update these assessments, or use the information to accurately plan each child's next steps of learning. As a result, not all staff have a clear understanding of their key children's developmental stage, and consequently do not always adapt and shape activities to meet their individual learning needs. This does not help every child to make good progress in all areas of learning.

Staff interact with interest and enthusiasm in children's play, providing them with support and lots of reassurance to help new children settle in and feel secure. As a result, children move around with confidence and explore freely. Staff respond positively to children's interests and choices in play. For example, staff suggest children include teddies for a teddy bear's picnic as children create a picnic game in the role play area. This helps to promote children's ideas and emerging pretend play. Staff use children's play to count spontaneously with them to develop their understanding of numbers. However, staff do not often help children to learn about shape and size by identifying and naming shapes around them or talking about the size of objects. This means they miss opportunities to promote this aspect of children's mathematical development.

Staff encourage children to manage tasks for themselves, such as putting on their coats for outdoor play, managing the toilet and hand washing themselves and putting on aprons for messy play. This helps to promote children's independence and prepares them for the next stage in their learning. Staff promote children's communication and language skills appropriately. Staff provide feedback to children about what they are doing in activities to help them understand their actions. Staff ask children questions to challenge their thinking, encourage them to communicate, and introduce new words in topical activities to extend their vocabulary. For example, children learn what tadpoles are and how these grow into frogs. However, on occasions some staff ask questions which are too challenging for some children and do not adapt or shape these questions according to each child's level of understanding. This does not help each child make good progress in their communication and language development.

Staff provide interesting activities for children to learn about growth and change. For example, children plant bulbs for Mother's Day gifts, water them each day and watch as they grow. Children also watch with interest as the tadpoles in their tank grow and develop into frogs. Children enjoy the toys staff set out to spark their imaginations and act out their experiences and ideas. For example, children call out 'wow!' as they discover tools which they then use to 'mend' other toys. These activities all help children to develop a good awareness of the world they live in. Staff provide parents with some opportunities to get involved in their child's learning and provide parents with the required progress check for two-year-olds. However, staff are not successful in engaging all parents to contribute information about their child's home learning achievements when they first start. This means they are not fully able to help promote their child's learning further.

Key persons provide children with a warm welcome and close reassurance to help them feel secure. Key persons obtain information from parents about children's interests and how to comfort children. They display photographs of children on their registration labels and activity boards around the nursery. This all helps support children in the move between their home and the nursery. Staff help children to develop positive attitudes and good behaviour through calm and consistent messages and support. As a result, children learn to share and take turns with help.

Staff maintain a clean and safe environment for children through checking all areas of the premises each day before children arrive and closely monitoring access to the premises. This ensures potential hazards are removed to keep children secure. Children benefit from a well-organised play environment in which they choose toys easily for themselves from defined areas of play. This allows children to explore freely and play with new activities and experiences to develop their interests. However, staff do not always provide good quality learning experiences for all children which means children are not always fully challenged or engaged.

Staff promote children's healthy lifestyles appropriately. Children enjoy healthy meals and snacks which they sit and eat together to develop good eating habits. Children benefit from free flow to the outdoor play in which they pedal and push wheeled toys, roll hoops, bounce on a trampette, climb, slide, play ball games and run freely. This encourages children to move in different ways and to play with energy to promote their physical development and health. Staff discuss safe play rules, such as what might happen if they step in front of a child pedalling a bicycle and how to use the slide safely. This guidance helps children to learn how to keep themselves safe.

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

Management and staff have a secure knowledge and understanding of the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. Management deploys staff appropriately throughout the indoor and outside play areas to ensure children's needs are met. In addition, staff implement policies and procedures and daily checklists to further help protect children. Staff establish suitable partnerships with parents and provide them with clear information about the provision. Staff keep parents informed through face-to-face communication, displays, the nursery website and newsletters. Staff are aware of the importance of establishing links with any other early years settings children attend to promote children's needs consistently.

Management uses suitable systems to evaluate the quality of staff practice on children's care and learning. These include meetings each term with staff individually and observing

staff interactions with children. As a result of these systems, management has identified some weaknesses in the systems for planning and assessing children's learning and have developed a new system to improve this. However, this new system has not yet been implemented well enough to have a positive impact on children's learning. Management and staff meet to monitor and evaluate the quality of the nursery provision, and have developed an action plan identifying aspects of the nursery they have prioritised for improvement. Several improvements have already been made to the benefit of children being cared for. For example, staff have made displays reflecting children's work to help children feel included and have extended resources to support children's interests. In addition, management has built pens in which they will keep quails to help develop children's understanding of caring for animals. This demonstrates the management and staff's commitment to drive improvements to the quality of children's care and learning.

The Childcare Register

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY467521
Local authority	Somerset
Inspection number	938060
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	37
Number of children on roll	11
Name of provider	RAEF Limited
Date of previous inspection	not applicable
Telephone number	01823333339

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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, which are usually the childminder's 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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