

Inspection of Chuckles Day Nursery

Budmouth Academy, Chickerell Road, Weymouth, Dorset DT4 9SY

Inspection date: 11 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy as they enter the setting and enthusiastically engage in the range of activities on offer. Leaders are clear about what it is they want children to learn at each age and stage. The curriculum is progressive and its delivery takes into account children's next steps in learning as well as their interests. Staff and leaders work well with families and outside agencies to provide support for children who need additional help, as well as challenge the most able children. For example, children receive personalised learning to further extend their knowledge and skills. All children, particularly those with special educational needs and/or disabilities (SEND), make good progress in the seven areas of learning.

Children new to the setting are carefully inducted to make the transition as smooth as possible. Children quickly form strong relationships with their key person and enjoy comfort and cuddles when they are feeling tired or a little unsettled. The setting supports families very well and it follows the babies' routines established at home. Babies enjoy close, nurturing relationships with their familiar adult, and staff know the children very well.

What does the early years setting do well and what does it need to do better?

- The curriculum focuses on teaching children about the natural world around them. Staff use the planned activities and resources well to support children in learning about animals, their features and similarities and differences. Children confidently work with staff to make bird feeders, learning about the seeds and how to construct the feeder. Staff skilfully cover many areas of learning as they lead the activity where children learn about recycled materials and how to hang the feeder.
- Children are very well behaved. They are confident to explore the activities provided and also enjoy the opportunity to ask for different resources in order to follow their own personal preferences. Children are consistently praised for their efforts and are supported when needing to resolve conflicts. Children are respectful and spontaneously say sorry to one another.
- Physical development is a key feature of the curriculum. Activities are designed to support children in developing their small motor skills. For example, children learn to handle a variety of tools to learn how to make marks. Children also access climbing equipment and a variety of toys to practise jumping, balancing and coordination. The setting also invites visitors in to provide support with physical education.
- Counting and number skills are embedded in the curriculum. Staff play alongside children and model counting. Children learn to count through adult-directed activities, and older children are encouraged to make predictions and then test their ideas. Younger children learn to count through the use of stories and

songs.

- Generally, staff model language well, asking children questions to assess their understanding and introducing them to new words, such as 'camouflaged' when digging in the garden. However, some members of staff do not talk to children as much as they could. Some staff incorrectly model the use of vocabulary or talk about themselves and children in the third person, which could confuse children, particularly those who are learning to talk.
- Most staff are attentive to all children, follow their lead and support them in making choices about what it is they play with. However, staff are not always aware of the quieter, more reserved children. These children can sometimes spend much of their time observing play. Therefore, they do not engage and focus in more meaningful learning and do not make as much progress as they could.
- Leaders are passionate, caring and supportive of children, staff and families. Staff report high levels of well-being at the setting. Parents speak very positively of the setting, noting that they feel well informed of their child's development and progress. All parents spoken to say they would recommend the setting, and they describe the staff as 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide further support for children's literacy development during their play and activities
- support quieter children to engage in activities which better suit their needs, interests and next steps in learning.

Setting details

Unique reference number	140989
Local authority	Dorset
Inspection number	10346878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	59
Number of children on roll	49
Name of registered person	Budmouth Limited
Registered person unique reference number	RP519821
Telephone number	01305 761232
Date of previous inspection	30 August 2018

Information about this early years setting

Chuckles Day Nursery registered in 1989. It is privately owned by Budmouth Ltd, and is situated in the grounds of Budmouth Academy in Weymouth, Dorset. The nursery is open Monday to Friday from 7.45am until 5.30pm, for 51 weeks of the year. It receives funding to provide free early years education for children aged two, three and four years. There is an overall manager and 11 staff employed. Two hold childcare qualifications at level 4, eight hold childcare qualifications at level 3 and two are apprentices.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager gave the inspector a tour of the premises. She talked about children's learning and progress, and how they deliver the curriculum.
- The inspector spoke to parents to gain their views about the setting.
- A range of documentation was reviewed, including staff qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

We carried out this inspection 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.

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