

Chuckles (UK) Ltd

Inspection report for early years provision

Unique reference number EY373847
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Inspector Anne Wesley

Setting address Doddinghurst C of E Junior School, Church Lane,
Doddinghurst, BRENTWOOD, Essex, CM15 0NJ
Telephone number 07835 920 431
Email louisa@smalley652.freeserve.co.uk
Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Chuckles is one of four facilities operated by Chuckles (UK) Ltd. It was registered as an out of school club in 2008 and operates from a demountable and classroom on the premises of Doddinghurst Junior School. Chuckles may care for no more than 36 children from three years to under eight years at any one time. There are currently 56 children on roll. The setting is fully inclusive and currently it supports a small number of children who have learning difficulties and/or disabilities. Children attend a variety of sessions. The group opens five days a week from 07.30 to 09.00 and from 15.00 to 18.15 during term time and from 07.30 to 18.15 during school holidays. There are eight members of staff working with the children, all of whom have appropriate Early Years qualifications, including the managing director of the company. The setting is accessible to both children and adults with physical disabilities. The club is on the Early Years Register and the both parts of the Childcare Register.

Overall effectiveness of the early years provision

The setting provides effectively for children in the Early Years Foundation Stage (EYFS). The staff know the children very well, offering an individual approach to meet their needs. Children are happy and relaxed in this nurturing environment and they play an important part in deciding what their club should offer them. The welfare requirements are met very well which ensures the children are kept safe and healthy. Monitoring and evaluation of the provision in consultation with both parents and children is ongoing. It enables staff to identify areas for development and ensures children's experiences at the setting continue to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the key worker scheme to assess the needs and interests of the children and use the assessments in planning the activities to help further next steps in their learning.

The leadership and management of the early years provision

The manager and deputy manager are fully committed to updating their knowledge and professional skills through, for example, training and reading current literature. Their informed practice ensures children's welfare, safety and care are promoted effectively. Training for meeting the requirements for the revised EYFS has recently taken place and they have planned appropriate activities for all areas of learning experiences. However, as yet the key worker scheme is not fully embedded and formal assessments are not being made.

Staff demonstrate a clear understanding of their roles and responsibilities in

protecting children. Appropriate systems are in place to promote children's welfare and safety. Robust recruitment and thorough vetting procedures ensure children are cared for by suitable people. Risk assessments are carried out daily so that the premises and the outside play area are safe at all times. Staff actively strive to further improve the quality of the care and education they provide. For example, areas within the club room have been developed to promote imaginative play for the EYFS children. Self evaluation is used effectively to identify areas for improvement. The children play an important role in the decisions concerning new activities and the purchase of new equipment, especially for the activities for the holiday club. Comprehensive policies and procedures are in place and these are implemented effectively, underpinning the good practice in the setting. Daily informal discussions and up-to-date notice boards ensure parents are kept fully informed about the welfare and education of their children. There is very good liaison between the club and the host school: this sharing of information further promotes the welfare and learning of the children.

The quality and standards of the early years provision

Children are happy and well cared for in the warm, bright and child-friendly environment. The atmosphere is calm and relaxed, children behave well and those of different ages play very well together. They are taught about playing safely and keeping healthy. There is a good range of toys and games for different ages, and many resources are stored to allow safe, independent access. Children are able to select what they would like to play with themselves, which ensures they remain interested in what they are doing. The children have good access to the outdoor play area, it is well equipped with small apparatus and is used whenever they choose to go outside. Their physical development is well catered for. Most activities are led by the children although adults offer their ideas to take the learning forward as appropriate.

Staff demonstrate a good understanding of their role in providing activities that complement the full EYFS requirements. For example, a quiet space for sharing books has been developed and a full range of resources such as paint, glue, pens and pencils, collage material and a wide variety of types of paper are available for creative activities. Dressing-up clothes and role play equipment is freely available to inspire imaginative play and this effectively encourages lots of interesting conversations. During snack time the younger children are helped to learn their numbers by being encouraged to count out the pieces of fruit. A key worker is named for the EYFS children but, as yet, is not formally recording their progress or specifically planning activities according to the children's individual learning needs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.