

# Saltford School Before & After School Club (Chuckles)

Inspection report for early years provision

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<b>Inspection date</b>	18/11/2011
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## 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 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.

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## Description of the setting

Salford School Before and After School Club was registered in 2005. It is called Chuckles. It is managed by Tiddlers Nursery. The Before and After School Club operates from a separate classroom, adjacent toilet facilities and a large enclosed play area in the grounds of Salford Primary School. Children attend from the local and surrounding area. The After School Care opens each weekday during school term times from 3.00pm to 6.00pm. The Before School Care is run each weekday during school term time from 8am to 8.55am.

Salford School Before and After School Club (Chuckles) is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time, all of whom may be in the early years age range. Currently there are 84 children on roll, of whom six are in the early years age range. Salford School Before and After School Club (Chuckles) supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six staff employed to work with the children; of these, two have early years qualifications at level 2, three have early years qualifications at level 3 and one has an early years qualification at level 4 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Chuckles offers an exemplary service that successfully promotes all aspects of children's welfare and development. Adults give the highest priority to keeping the children safe so that they feel extremely secure. Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Overall, Chuckles works in exceptionally close partnership with school, parents and other professionals. The staff team work highly successfully together to make evaluative assessments, promote reflective practice and maintain continuous development, and future plans for improvement are very well targeted.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- involving parents further in partnership working with other providers of the Early Years Foundation Stage attended by the children to further improve transitions and continuity in children's learning.

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

Chuckles gives the highest priority to safeguarding children. Clear and robust systems for recruitment ensure that children are cared for by a suitable and well-qualified staff team. An extensive induction and monitoring programme means that staff implement policies and procedures highly effectively. Staff have a comprehensive awareness of safeguarding issues, are exceptionally well-trained and able to respond to concerns quickly and appropriately. All the required records that promote children's good health, safety and welfare are in place. Thorough risk assessments and detailed attention to safety issues ensures that the environment is safe and suitable for the children who attend. Excellent use is made of resources at the setting. Staff work extremely well together as a team and are deployed very effectively to ensure children benefit from a highly appropriate level of support.

Staff exhibit an excellent commitment to working with external agencies to support the development, welfare and inclusion of all children. Staff work extremely effectively with parents to ensure that all individual needs and interests are valued within the provision. Excellent relationships help to ensure that children settle and feel protected. Parents are extremely knowledgeable regarding their children's care and learning and can speak to staff at any time. Chuckles has established exceptionally secure links with the school that the children attend, which greatly supports children. Overall, parents are provided with high-quality information about Chuckles; however, there are limited opportunities for parents to learn about the information shared between Chuckles and the school. The management team communicate a clear vision for Chuckles that motivates staff to provide a high quality service for children. Self-evaluation reflects rigorous monitoring and results in highly productive targets for development that lead to sustained improvements in outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are extremely happy, confident and secure at Chuckles. They clearly enjoy the inspiring activities provided and with exceptional assurance and independence, make choices from the wide range of resources available. Children develop a true sense of identity and form wonderful relationships with their peers and adults. All children are treated equally, with any specific requirements being sympathetically met through discussion with parents and other professionals. Staff have an outstanding understanding of children's individual needs as they observe, discuss and record information on a daily basis. Their individual progress is consistently good and often excellent in relation to their capabilities and starting points. For example, young children worried about mixing with older children quickly settle

and find transition into other settings easier. Information gathered from observation is evaluated and used highly productively to inform future planning. Adults expertly ask questions to aid children's understanding as they become fully absorbed in a cookery activity. This is an excellent opportunity for children to develop socially and to practise their problem solving skills as they measure and weigh the required ingredients. Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children's health is protected through rigorous healthy eating and hygiene procedures. Children learn, through abundant inspiring opportunities, to help prepare food for meal times from an innovative and healthy menu.

All children make excellent progress with their emotional development, attitudes towards others and to their learning. Children confidently use language imaginatively and also to organise their thinking. For example, groups of children absorb themselves in creative activities, board games, construction apparatus and highly imaginative play with nets and drapes. Older children involve the younger children in their games by, for example, creating a den and smiling as the youngest children crawl in, making it a positive experience. Children comment that they are disappointed when it is time to go home. Relationships are excellent. Parents comment that children are cross when it is not their day to attend or if they ever need to come to collect them earlier than expected.

The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Staff, highly effectively, help children understand the society they live in. Chuckles is strongly committed to working in partnership with the school; for example, children enthusiastically worked as a team to design and create a table-top sale to support an annual British charity appeal alongside further activities taking place around the school grounds.

Children solve mathematical problems in everyday activities while playing table-top football, board games and working out how many children are taking part in different activities. Children are extremely curious and interested in finding out about objects, materials, where they live and in each other's lives. Chuckles highly effectively complements and supports experiences children receive in other settings they attend and promotes their continuity and progression. Children have excellent opportunities for physical exercise using an exciting range of high quality play equipment in the school grounds and in the local park.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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