

# Chuckles (UK) Ltd

Hutton All Saints C of E Primary School, Claughton Way, Hutton, BRENTWOOD, Essex, CM13 1JW

## Inspection date

06/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff form an experienced and consistent team who have a good understanding of how young children learn and develop and show great satisfaction in seeing them make good progress and grow in confidence.
- Staff have good teaching skills and understanding of the Early Years Foundation Stage. They plan purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning in all areas.
- The setting provides a welcoming and well-resourced indoor and outdoor learning environment for children to enjoy, with easy access to a good range of resources to support all areas of learning.
- Partnerships with the schools children attend are strong. This means that children receive the support they need and contributes to making sure their individual needs are well met.
- There is a good commitment to develop and improve the Out of School Club. Self-evaluation is rigorous and practice is monitored well. This results in well-targeted actions and improvements which address any weaknesses effectively.

### It is not yet outstanding because

- There is scope to further develop the already good partnerships with parents, to enhance children's learning and development.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took a tour of the premises led by the manager.
- The inspector observed the activities in the two playrooms inside and the outside garden area.
- The inspector held meetings with the manager.  
The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents and children on the day of the inspection.

## Inspector

Tina Mason

## Full Report

### Information about the setting

Chuckles (UK) Limited has been registered in 2012 and is one of three childcare settings that are privately owned. It operates from All Saints Primary School in Hutton Brentwood, Essex. The out of school club is accessible to all, including wheelchair users and there is a secure playground available for outdoor play.

The out of school club opens five days a week during term time, operating from 7.30am until 9am and 3pm until 6pm. During the school holidays the setting operates varied sessions from 7.30am to 6.15pm. Children attend for a variety of sessions. The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 101 children on roll aged from five to 10 years. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language. The out of school club employs eight members of staff, one of whom has a qualification at level 6, five hold qualifications at level 3 and one holds a qualification at level 2.

### What the setting needs to do to improve further

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

- enhance the exchange of information with parents to enable them to support children's learning at home, in order to complement children's learning in the club.

## Inspection judgements

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

Play underpins the delivery of the Early Years Foundation Stage. All children have ample opportunities to play indoors and outdoors, and they learn with enjoyment and challenge. There is a good balance of child-initiated and adult-led play based activities. The stimulating and well-equipped environment successfully reflects children's backgrounds and the wider community. As a result, children are motivated, interested and keen learners. Sensitive observational assessment is used effectively to identify the next steps in each child's learning and to guide planning. In addition, children are fully involved in tailoring their own learning as they are encouraged to identify their own strengths and weaknesses. The rich and varied educational programme is delivered by a team of competent and knowledgeable staff who have a clear understanding of how children learn. Staff engage in a child-centred approach and facilitate the learning and development of all children through play. They plan first-hand experiences and challenges appropriate to the

development of the children and they ensure children have uninterrupted time to play and explore. Staff spend time playing with children, they encourage them to explore and show their interest as children discover new things. Staff help children as needed but are careful not to over-direct children's play or ideas.

Staff gather information from parents about the children when they first start. Daily discussions between the staff and parents support the exchange of information about the children's routines, well-being and some achievements. However, there is scope to enhance the sharing of information with parents so that they can support their child's learning at home. There are very good links in place to ensure a purposeful two-way flow of communication between the schools children attend and the out of school club. This supports children's development and progress towards the early learning goals. Therefore, the staff are always aware of what the children are doing at school and are able to plan activities to complement this.

Children are encouraged to become independent learners and are well prepared for the transition to the next stage in their learning. They confidently take their coats off when they come in from outside, placing them on their peg. Children happily pursue their own interests and are engaged in a variety of enjoyable learning experiences. They adore building dens using the large soft play shapes. They bring over equipment from the home corner to set up in this area and engage in role-play based on their own first-hand experiences. There are many signs and labels used around the setting, which helps children recognise that print carries meaning. The book corner is set up well and attracts children to go and independently choose a book to sit and read by themselves or with their peers. As a result, children are fully supported in being familiar with the way books work and the pleasure that reading gives.

Children show good control and coordination in large and small movements. For example, they move confidently in a range of ways and safely negotiating space when playing table tennis. Children enjoy a range of art and craft activities, such as painting, junk modelling and using soft dough. Children have ample opportunities to engage in practical activities, such as making jewellery, knitting and experimenting with science. A wide variety of activities supports children's choices to be active or to rest. All children relish the opportunity to relax on the sofa and read a book or just to talk with friends. Children display high levels of confidence and self-esteem along with a delightful sense of belonging.

### **The contribution of the early years provision to the well-being of children**

Children settle quickly and confidently in the setting. Key persons spend time with parents and carers to learn about the needs of each child and their home care routines. Staff are highly skilled at boosting relationships and routinely encourage children to share, take turns and play cooperatively. Consequently, children establish friendships and play and learn harmoniously. Relationships are strong and staff are sensitive in their management of children and their behaviour. Children are consistently motivated by the learning opportunities provided and show high levels of self-control. Staff provide lots of opportunities to promote children's independence, and older children develop a good

sense of responsibility as they prepare their own snacks and tidy away toys and resources. Good procedures are in place to ensure children are supported and all relevant information is shared with the key persons and parents when children move up into a new class in school, which supports children during times of change.

Efficient personal hygiene routines are in place and children understand the importance of regular hand washing. Children demonstrate a positive approach towards eating healthily and confidently choose from a variety of wholesome and nutritious options during breakfast and snack times. They benefit from ample fresh air and exercise and engage in a wide range of physical activity including chasing games, rounders and football. Children thrive within a warm, welcoming and happy environment. Children respond very positively to boundaries and the club rules, which they are involved in putting together and reinforced as and when required. Staff are vigilant and attentive, and routinely equip children with the skills to keep themselves and others safe. As a result, children are spatially aware, remain seated while using scissors and during snack times and are mindful of others. All children are fully briefed about safety as part of the induction procedures. In addition, children learn about and practise the emergency evacuation procedure on a regular basis.

The premises, garden, outings and activities are risk assessed robustly and regularly supplemented by daily checks. This means that children are free to move around and take risks in a well-managed environment with good support from staff. There are clear systems in place to record consent and guidance from parents for staff to administer medication to children. When children have specific health needs key persons work closely with parents to draw up care plans to meet children's needs. All staff have current paediatric first aid certificates to ensure any minor accidents are treated appropriately. Children are encouraged to ask for help when needed and are confident of a positive response. They practise putting on coats and shoes and learn to recognise their own body needs. These skills promote children's independence as they make the transition from school to the club.

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

The highly dedicated and experienced leadership of the setting is a key strength and they clearly understand the requirements of the Early Years Foundation Stage. Concise policies, procedures and strategies are in place to protect children's welfare. Documentation reflects a positive approach to meeting the individual needs of all children, and promotion of equality of opportunity is at the heart of the provision. All children are valued, and provision for children with special educational needs and/or disabilities is good. A culture of reflective practice, self-evaluation and informed discussion improves the quality of provision for all children. Practitioners are committed to improving outcomes for every child and building the foundations for future success. The provision works successfully in partnership with others to promote continuity of care for children. Feedback from parents indicates the strong level of satisfaction they feel and comments, such as 'reliable, approachable staff', 'wonderful, spacious environment' and 'a fantastic staff team who never let us down' represent their views. Parents are provided with valuable opportunities

to share their thoughts and feelings to help shape future provision. An enthusiastic team of staff share a common vision to engaging key agencies and improving outcomes for children and their families. Tangible links with the school help to ensure that learning is purposeful and progressive.

Arrangements for safeguarding are robust and the environment is safe, secure and supportive. The provision has established clear management responsibilities in relation to child protection. Ongoing reviews and updating of policies and practices, such as staff use of mobile phones and photographic equipment, ensure that children are protected and safeguarded. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Robust systems are in place with regard to risk assessments, vetting and recruitment practices, and arrival and departure procedures. Induction procedures for new staff are clear and comprehensive, and ensure only suitable staff are employed. Yearly staff appraisals, six-weekly supervision sessions and regular staff meetings identify training needs and ongoing development for staff, which are given high priority and are appropriately addressed. There are clear strengths in all aspects of leadership and management and the manager, who endeavours to create a 'child-centred' atmosphere, is dedicated to her role. Children's all-round development and emotional well-being is effectively supported through a range of experiences relative to their ages.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY456202
<b>Local authority</b>	Essex
<b>Inspection number</b>	893329
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Chuckles (UK) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01277 824692

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

