

Chuckles (UK) Ltd

Doddinghurst C of E Junior School, Church Lane, Doddinghurst, BRENTWOOD, Essex, CM15 0NJ

Inspection date	13/11/2014
Previous inspection date	03/12/2008

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		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

- Children enjoy the varied range of activities and experiences because staff teach them to persevere with tasks and encourage them to be highly involved in their learning.
- Staff have established secure links with the schools. As a result, they provide experiences that complement learning in the classroom, where children spend more time.
- Children are happy in the club because they form very strong attachments with the key persons who sensitively support them.
- Staff are fully aware of their safeguarding responsibilities. Robust risk assessment, good supervision and effective child protection procedures contribute to keeping children safe from harm.

It is not yet outstanding because

- Staff are not always maximising the opportunities for gathering information about the children's interests, skills and capabilities, to enhance the planning of activities and experiences from the outset.
- Staff are not making the most of every opportunity to obtain the views and suggestions of parents, to widen the scope for improvements.

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 accompanied staff as they collected children from the infant school.
- The inspector observed activities in the indoor learning environment and this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children throughout the inspection, and also spoke to an early years teacher from the infant school.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full report

Information about the setting

Chuckles (UK) Ltd was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is situated in the school library of Doddinghurst C of E Junior School, in Doddinghurst, Essex. It is one of three settings managed by the same organisation. The club serves the local area and is accessible to children attending the local infant and junior schools. It operates from one playroom and there is an enclosed area available for outdoor play. The club also uses the school playground and playing fields for outdoor play. The club employs four members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and one member of staff has a qualification at level 2. The club opens Monday to Friday, during school term times. Sessions are from 7.30am to 9am and from 3pm to 6.15pm. Children attend for a variety of sessions. There are currently 44 children on roll, of these, three children are in the early years age group.

What the setting needs to do to improve further

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

- increase the information gathered when children join the club to enable key persons to make sharply focused plans for activities, which are securely matched to children's interests, enthusiasms and capabilities right from the start

- enhance the opportunities for all parents to provide their views about the club, for example, by using parental surveys or questionnaires, to widen the scope for improvements.

Inspection judgements

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

Staff have a good knowledge and understanding of how children learn. They effectively organise sessions to allow children to determine the direction of their play and learning for themselves, after a busy day at school. Children show that they enjoy their time at the club by being happy, well occupied and content. The mixed age range of children play very well together and younger children learn from their older friends. Staff support children well in the club environment. As a result, children concentrate and persevere to complete their tasks. Staff monitor children's interests through observing children at play and identifying their achievements. Children's artwork, photographs and written captions about their recent learning experiences are effectively displayed on notice boards. This enables children to recall and discuss their efforts and show pride in their achievements.

Staff liaise closely with parents and ensure they keep them fully informed about their

children's learning and achievements through regular discussions. When children join the club, staff ask parents for basic information about the activities their children enjoy at home. However, the staff gather less information about children's skills and abilities, so that they can start building on what children already know and can do, right from the start. Nevertheless, staff spend their time chatting with the children and show a real interest in each individual. Consequently, staff are soon able to use their own observations to plan experiences that offer challenge and encourage children to acquire knowledge and new skills.

Staff confidently interact with children and recognise when to offer individual support or attention. They make time to sit and play, successfully extending children's enjoyment and understanding. For example, they join children in card games and encourage critical thinking and extend their mathematical skills. Children enjoy drawing and writing. They show their creativity when modelling with play dough, designing costumes for their favourite film characters or when making greetings cards. Staff talk to children constantly, asking them questions about what they are doing and offering encouragement for them to explore their own ideas. Children show good speaking and listening skills and are able to follow instructions well. Staff help children practise their sounds and letters when writing words. Children have access to a wide variety of books so they can read for pleasure and gain information from print. This means that children continue to develop the important learning skills they use in the classroom.

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

Staff work efficiently as a team to meet children's emotional needs. They prepare a warm and welcoming environment for children's arrival. Strong relationships exist and children confidently make their needs known, secure in the knowledge that the staff will listen and respond. Children talk excitedly about coming to the club and the fun they have, knowing there is always something enjoyable to play with. As a result, they show confidence and self-motivation as they explore their play environment and access the resources. The key-person system promotes good partnership working with parents and information is shared each day about children's care needs. As a result, the staff are knowledgeable about any medical needs and ensure that special dietary requirements are catered for. The staff have well-established links with the schools, which enables an easy transition for the children between the two settings. Staff know the children well, as some also work in the schools as lunchtime assistants. At the end of the school day, children in the early years are collected from their classrooms. This means that staff are able to communicate with the class teachers and pass on messages to and from parents. Furthermore, staff work closely with the early years teachers to share information about each child's progress and ensure that this is used to support further progression.

Staff teach children to behave in ways that are safe for themselves and others. They praise children for being kind to each other and they are encouraged to tidy up, take turns and share. As a result, children know what is expected of them and behave well. Older children are keen to support the younger ones during their play. For example, they join in role-play scenarios and offer ideas and find additional resources to help extend the learning of the youngest children. Children effectively learn about the importance of their

personal safety. They wear high-visibility jackets as they walk from school and they discuss potential dangers and how to stay safe on their journey. Staff are particularly alert when escorting the children across the busy playgrounds and they continually check and count to make sure that all the children are present. This gives children a sense of security and an understanding of the need for sensible behaviour at this busy time. In addition, children understand how to swiftly evacuate the premises in an emergency when they regularly practise fire drills.

Children learn about healthy lifestyles as they exercise and often take part in physical activities in the fresh air, after their school day. Staff recognise that some children need to unwind and relax after a long school day, while others still have lots of energy. As a result, the play environment is thoughtfully planned to offer cosy areas where children can rest, read or play quietly. Children know the routines well and independently manage their personal needs. For example, they know to remove outdoor shoes and hang up their coats when they arrive at the club. Children follow good hygiene routines as they wash their own hands before eating. They learn to serve their own food and make healthy choices at mealtimes. Children of all age groups sit together to eat. Consequently, children feel a sense of belonging and develop confidence socialising with others.

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

The management of the club ensure that the safeguarding and welfare requirements are effectively promoted. Children's welfare is safeguarded by experienced staff who have a clear knowledge and understanding of their responsibility to protect children. They have all completed safeguarding training so they know the procedures to follow in the event of any concerns. Thorough employment and vetting procedures are carried out to ensure all staff are suitable. This is followed by annual appraisals to assure ongoing suitability. Risk assessments and daily checklists maintain good standards of health and safety. Staff are deployed effectively to ensure that the needs of all children are well met, to ensure their well-being and safety. Reliable arrangements are in place to collect children from their classrooms at the end of the school day. The staff are vigilant about the security of the children. Entrance doors remain locked and visitors to the premises are closely monitored. All the essential regulatory documentation is in place to promote children's welfare and safety.

Children are cared for by a motivated team of staff that convey their enthusiasm. The management effectively monitor staff performance through supervision meetings and staff attend training courses and workshops that help them to develop professionally. This benefits children as staff continually enhance their understanding of how to meet their needs. In addition, all staff complete first-aid and food hygiene training so they can deal with minor injuries and prepare food safely. Staff accurately identify the strengths of the club, as well as areas for development, as part of the self-evaluation process. The recommendation from the last inspection has successfully been addressed and a key person has been assigned to each child in the early years. The manager frequently monitors the planning of activities to ensure that all areas of learning are covered and children have good opportunities to make choices and decisions in their play.

Staff keep parents well informed about the club through notice boards, displays, newsletters and daily communication. Staff consult children about many aspects of the provision to ensure that experiences are mainly tailored to their interests and needs. Parents also have the opportunity to share their views and suggestions through daily dialogue and email conversations. However, the staff have not maximised the opportunity to fully gain and use the views of all parents, for example, by regularly using surveys or questionnaires. Nonetheless, all parents spoken to during this inspection are very supportive of the club and delighted with the care the children receive. Partnerships with the schools are good. The staff effectively share and pass on messages to and from school teaching staff in relation children's individual care needs. In addition, staff promote continuity in learning by sharing observations about children's progress and achievements. As a result, children benefit from a smooth move between home, school and the club.

The Childcare Register

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY373847
Local authority	Essex
Inspection number	858213
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	44
Name of provider	Chuckles (UK) Ltd
Date of previous inspection	03/12/2008
Telephone number	07835 920 431

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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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