Chucklebox at Bensons Primary School

Benson Primary School, West Way, Croydon, Surrey, CR0 8RQ

**Inspection date** 14 June 2016
Previous inspection date 12 November 2009

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection: Good 2</th>
<th>Previous inspection: Outstanding 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of the leadership and management</td>
<td>Good 2</td>
<td></td>
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<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Good 2</td>
<td></td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Good 2</td>
<td></td>
</tr>
<tr>
<td>Outcomes for children</td>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

**Summary of key findings for parents**

This provision is good

- Staff know the children very well. Children benefit from an environment that is friendly and welcoming. They feel safe and secure with the experienced, caring staff.
- Parents speak positively about the club. They say that their children enjoy attending the club and that staff keep them well informed of activities. This effectively supports consistency for children's care and play.
- Children develop good independence and self-help skills when they take part in the club’s daily activities and routines.
- Partnership with the school is well established. Staff share information with one another about children’s individual needs and development and use this effectively to plan activities that complement what they learn at school.
- Children confidently play and learn together. They engage in a wide variety of activities and often make decisions about what they would like to play with.

It is not yet outstanding because:

- The organisation of the session occasionally leads to high noise levels and children becoming restless. This affects the behaviour of children overall.
- Managers do not always monitor and evaluate staff practice fully effectively to precisely identify and meet their professional development needs.
What the setting needs to do to improve further

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

- monitor and reflect more precisely on staff’s existing good practice to identify and meet their professional development needs
- review the organisation of the session to consistently encourage positive behaviour.

Inspection activities

- The inspector toured the premises inside and outside, observing the children at play and interacting with the staff.
- The inspector observed children taking part in activities.
- The inspector spoke with parents and children about their experiences at the club.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector looked at evidence of the suitability of staff working at the club. She also looked at a range of other documentation, including policies and procedures.

Inspector
Anja Eribake
Inspection findings

Effectiveness of the leadership and management is good

Staff demonstrate a secure understanding of their responsibility to keep children safe. They follow effective systems to safeguard children and support their welfare. All staff understand the process to follow should they have a concern about a child, and they carry out risk assessments daily. Staff attend mandatory training, including safeguarding and first aid, which helps to support the safety and welfare of the children. Safeguarding is effective. Generally, the provider has good systems in place to support and monitor staff practice. Staff are deployed well, which helps to ensure that they meet the children's needs as well as supervise them effectively. The provider seeks the views of parents, children and staff when evaluating the provision and uses their feedback to make positive changes to ensure children enjoy their time at the club.

Quality of teaching, learning and assessment is good

Staff are friendly and caring, listening to children and valuing what they say. For example, they are interested to find out about the children's day at school. Staff use information from the school and their own knowledge of the children to create experiences which complement their learning. Children help to plan what they would like to do and confidently make choices from a good range of activities. Staff use their good understanding of each child's interests to meet their individual needs. For example, they give children time to play quietly by themselves before encouraging their involvement in group activities. Staff encourage children's social skills well. For example, during a baking activity children help one another to tie their aprons, and staff ensure that all children join in. Children learn to respect others and take turns.

Personal development, behaviour and welfare are good

Children greet staff happily and are clearly delighted to attend the club. Staff establish close relationships with the children, which helps to support their care needs and emotional well-being. Children follow familiar daily routines which help them feel confident and which contribute to their safety and security. For example, children hang their coats and bags in the designated area to ensure that they do not pose a trip hazard. This also supports children's independence. Staff are calm and patient role models, displaying expected behaviour and encouraging good manners. They encourage children to adopt healthy lifestyles and to take part in physical activities. Children use the secure outdoor playground or the sports hall to run or play ball games. Parents report that their children enjoy their time at the club and that staff are caring and approachable.
Setting details

<table>
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<tr>
<th><strong>Unique reference number</strong></th>
<th>EY319725</th>
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</thead>
<tbody>
<tr>
<td><strong>Local authority</strong></td>
<td>Croydon</td>
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<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
<td>Out of school provision</td>
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<tr>
<td><strong>Day care type</strong></td>
<td>Childcare - Non-Domestic</td>
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<td><strong>Registers</strong></td>
<td>Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register</td>
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<td><strong>Age range of children</strong></td>
<td>4 - 8</td>
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<tr>
<td><strong>Total number of places</strong></td>
<td>30</td>
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<tr>
<td><strong>Number of children on roll</strong></td>
<td>73</td>
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<tr>
<td><strong>Name of registered person</strong></td>
<td>Joy Shirley Bassett</td>
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<tr>
<td><strong>Registered person unique reference number</strong></td>
<td>RP512672</td>
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<tr>
<td><strong>Date of previous inspection</strong></td>
<td>12 November 2009</td>
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<td><strong>Telephone number</strong></td>
<td>07801 228655</td>
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Chucklebox at Bensons is one of a group of privately owned out-of-school settings. It operates from within Bensons Primary School in Croydon, Surrey. The setting cares for children up to 11 years old. They offer a breakfast club and after-school club, and are open Monday to Friday from 7.30am until 9am and from 3.15pm until 6pm, during term time.

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