

# Chuckles (UK) Ltd

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



## Inspection date

Previous inspection date

21 February 2018

6 June 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- The provider does not ensure that a member of staff with a valid, appropriate first-aid qualification is always present with children, including when walking them from school. This puts children's well-being at risk.
- Staff do not demonstrate a good enough understanding of child protection matters. In particular, they lack understanding of the procedure they must follow if they have a concern about the conduct of a member of staff. Children's welfare is not adequately safeguarded.
- The provider has not put into place appropriate arrangements for the supervision of staff. She does not monitor or evaluate staff's knowledge and understanding of their responsibilities effectively enough.

### It has the following strengths

- Staff are welcoming and friendly in their approach. They plan a good range of resources and activities to suit all children's abilities and interests.
- Children have daily opportunities to be active and enjoy engaging in energetic team games. This helps to support their physical skills.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that there is at least one person who has a current paediatric first-aid certificate on the premises and available at all times, including when accompanying children on outings	26/02/2018
■ ensure all staff gain a secure and up-to-date knowledge of all safeguarding matters, in particular, the procedures for reporting allegations against a member of staff	26/02/2018
■ put in place appropriate arrangements for the supervision of staff and provide support, coaching and training that promote children's safety and well-being.	26/03/2018

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact this has on children's experiences at the club.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the club's self-evaluation and evidence of training and the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Although staff understand how to recognise signs of abuse or neglect, they are not fully aware of the procedure they must follow if they have concerns about the behaviour of other staff. This compromises children's safety. The staff receive limited supervision and guidance from the provider. For example, they have insufficient opportunities to reflect on their own understanding and the provider is not aware when there are significant gaps in their safeguarding knowledge. In addition, the provider does not evaluate all areas of the provision thoroughly enough to help her to quickly recognise breaches in requirements and areas for development. For example, the provider fails to take prompt action to ensure that sufficient staff continue to hold an appropriate, valid paediatric first-aid qualification. Despite weaknesses in monitoring, staff work effectively together to plan and facilitate good play experiences for children. They liaise well with parents and teachers to gather information about children's interests. This helps staff to provide play opportunities to complement children's experiences at home and school.

### Quality of teaching, learning and assessment is good

Staff play alongside children and support them to develop their imaginative thinking and creativity. For example, they help children to reorganise furniture and resources to extend their role-play themes. Children play cooperatively as part of a small group. They are encouraged to take the lead in negotiating roles and establishing rules for their self-initiated games. Staff observe children's interactions and talk to them about the learning themes they are encountering at school. Staff often build upon these themes to plan further activities for children. For example, children are encouraged to illustrate their own versions of their favourite books ahead of a special book-themed day at their school. Children enjoy concentrating on activities for an extended time, such as connecting plastic beads to represent a flower. Staff show genuine interest and ask children questions to encourage them to talk about the thinking behind their designs.

### Personal development, behaviour and welfare are inadequate

Weaknesses in the management of the provision have a negative impact on children's welfare. There are no first-aid trained staff readily available on the premises or when children are collected from other schools. This means children's welfare cannot be assured in the event of an accident or injury. Staff encourage positive behaviour and praise children's achievements. This helps to foster children's self-esteem. Staff place importance on providing children with sufficient food and drink to meet their dietary needs. Children take an active role in pouring drinks for others and filling their own tortilla wraps with nutritious fillings. Staff make good use of the outdoor resources at the host school. This helps children to boost their physical health. Staff help children to develop a sound understanding of how to act safely. For example, children practise the procedures to be followed if they need to leave the premises in an emergency situation.

## Setting details

<b>Unique reference number</b>	EY456202
<b>Local authority</b>	Essex
<b>Inspection number</b>	1066502
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Chuckles (UK) Limited
<b>Registered person unique reference number</b>	RP909331
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	07850 526142

Chuckles (UK) Ltd registered in 2012. It operates in the Hutton area of Brentwood in Essex. The club employs six members of childcare staff. Of these, three staff hold appropriate qualifications at level 3 or above, including the provider who holds qualified teacher status. The club opens Monday to Friday during school term time. Sessions are from 7.30am to 9am and from 3pm to 6pm.

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.

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