

# Chafford Tots to Teens Childcare Services Ltd

Unit 1/A, Lakeside Business Village, Fleming Road, Chafford Hundred,  
GRAYS, Essex RM16 6EW



<b>Inspection date</b>	14 August 2019
Previous inspection date	21 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children form very close bonds with staff, who provide a warm and nurturing environment. Staff are extremely affectionate and considerate. They intuitively offer children cuddles when they need them, which supports children's emotional well-being exceptionally well.
- Staff teaching is good, and in some aspects it is outstanding. For example, staff encourage children to be highly motivated to explore. They celebrate children's achievements and support them exceedingly well to give things a try.
- Managers are dedicated to children's well-being and success, and evaluate the quality of provision well. They seek feedback from parents, children and staff. They are driven to continuously look at ways to enhance practice and are ambitious in their efforts.
- Managers are committed to staff's professional development. They provide a wide range of in-house and external training opportunities to further staff's skills. Staff attend courses that help them to support the children in their care precisely, which has a positive impact on children's development and well-being.
- Managers have created excellent partnerships with parents, giving them many opportunities to play an active role in their children's learning. Parents offer high praise for the support and help they receive from staff and the well-organised, inclusive and extremely professional approach they have.
- Staff read books and sing songs with children throughout the day. Children gravitate to staff who read with great expression and pause dramatically to create a sense of adventure and anticipation. This ignites children's early love of books and stimulates their communication skills.
- On occasions, staff do not consistently adapt activities to support each child's individual learning experience.

## What the setting needs to do to improve further

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

- help staff to focus on adapting activities for each child to increase the potential for all children to achieve at the highest possible level.

### Inspection activities

- The inspector observed staff interactions during children's learning and play, indoors and outside.
- The inspector met with parents and gathered their views.
- The inspector held discussions with key staff and managers.
- The inspector examined a range of documents, including staff files, child development documents, policies and procedures.
- The inspector held a joint observation with the manager.

### Inspector

Angela Doherty

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff are confident in their understanding of how to keep children safe from harm and ensure their welfare. Settling-in procedures are well thought out and effective. The key-person system is highly successful. Through detailed consultations with parents, home visits and observations, staff ensure that children make good progress from when they first start. This helps parents to feel secure in the knowledge that their children are happy and safe. Children form close bonds with staff very quickly and are well supported as they move on to their next stage of development.

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

Children are confident and eager learners. Staff know the children very well and use their individual interests to further their learning. Through careful monitoring, gaps in children's learning are quickly identified and closed through targeted teaching. Staff encourage children to think independently and explore resources that challenge them. For example, children learn about magnets and shapes through a very stimulating activity where they decide to build towers and space ships. They are delighted to fly their astronauts into space and are captivated by their creations. Staff skilfully use questions to engage older children in rich conversations. Children know how to keep themselves safe. For example, they learn road safety through daily trips to parks and fields in the local area. Older children check the area for dangers with staff before they start playing.

### Personal development, behaviour and welfare are outstanding

Staff encourage children to be persistent and tenacious in their motivation to succeed. For example, babies are given the time to really persevere in trying to balance and sit on a toy train. Staff help them to achieve this challenge independently, which gives the babies a great sense of achievement. Staff are exceptionally skilled in ensuring that children behave well. They use an array of strategies that are well communicated and consistent so that children understand what is expected of them. Staff are outstanding role models. Through their close friendships with one another, staff teach children how to be kind and caring towards each other. Staff help children to have a deep understanding and respect the differences between themselves and others, for instance through the celebrations of a wide variety of cultural and religious events. Children have a superb understanding of how other children feel and are highly compassionate. If their friends are upset, they offer them a quick hug and include them in their play.

### Outcomes for children are good

Staff work very closely with parents and outside agencies to ensure that children with special educational needs and/or disabilities are particularly well supported in reaching their full potential. All children make good progress from their starting points. They are thriving and gaining the skills to become independent learners and make their own decisions. Children are highly confident communicators. They relish challenging activities and develop very good problem-solving skills. Children are gaining good mathematical skills. They recognise some numbers and readily count to 10.

## Setting details

<b>Unique reference number</b>	EY479728
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10076174
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	66
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	Chafford Tots to Teens Childcare Services Ltd
<b>Registered person unique reference number</b>	RP533835
<b>Date of previous inspection</b>	21 June 2016
<b>Telephone number</b>	01375 480 655

Chafford Tots to Teens Childcare Services Ltd registered in 2014. The nursery employs 21 members of childcare staff, including four managers. Of these, one holds an appropriate early years qualification at level 5, one holds level 4, 14 hold level 3 and three hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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