

Report for childcare on domestic premises

Inspection date: 13 April 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are significant breaches of the safeguarding and welfare requirements. These include weaknesses in the safeguarding knowledge of the manager and ineffective suitability vetting for staff. The quality of teaching is inconsistent and some children do not make the progress they are capable of. However, overall, the arrangements to support children's behaviour are more successful. For example, they talk about how they share bricks with friends. In addition, staff remind younger children to say 'Thank you' when their friends give them a turn with a toy. Children are beginning to learn right from wrong. However, due to ineffective key-person systems, a small number of older children are not supported to develop the same positive attitudes to play and learning. They sometimes spend long periods with little staff interaction and, at these times, they do not learn beyond what they already know and can do.

Despite the weaknesses, children are happy at the setting and enjoy their time exploring the wide range of activities on offer. For example, children giggle as they stroke chicks and excitedly tell staff about what they see. Most interactions between staff and younger children are warm and caring. For instance, babies sit happily babbling and joining in with familiar songs. Staff introduce new words, such as 'pop' and 'bubble'. The youngest children have the exploration skills they need to support them to engage in new experiences.

What does the early years setting do well and what does it need to do better?

- The provider does not ensure that appropriate safeguarding practices are followed. As a result, children's safety is not adequately promoted. The provider has failed to notify Ofsted of the appointment of all new staff to enable the required suitability checks to be carried out. Staff whose suitability has not been checked are, at times, unsupervised as they carry out personal care routines, such as nappy changing and supporting toileting. In addition, the arrangements to respond to allegations against anyone living or working on the premises are not effective.
- Managers have systems in place for the supervision of staff. However, they are not effective in ensuring staff have the coaching and mentoring they need to improve teaching over time. Staff do not receive regular enough feedback on their continual professional development. This leads to unidentified inconsistencies in teaching and weaknesses in practice. For example, at times, some staff sit looking bored with no interaction with children. They do not have consistently high-quality interactions that support children to learn and develop. This does not support children to engage in activities. Despite the weaknesses, staff report that managers support their well-being when they need this.
- Due to weaknesses in leadership and the current weak supervision systems,

some staff do not have the skills and knowledge they need. They do not effectively support their key children's next steps in development. For example, some staff do not recognise when older children wander around the garden in need of further support and encouragement. Some children do not reach their full learning potential.

- Despite the weaknesses in some teaching, children with special educational needs and/or disabilities (SEND) progress well. The support for children with SEND is much more focused and successful. For instance, staff support children with detailed individualised plans to support their development. Key persons adapt their teaching well to meet the needs of these children. For example, they effectively use sign language and visual communication boards to help children make choices. This helps children to communicate their needs.
- Managers and staff build positive parent partnerships. Parents say that the nursery has a 'family feel'. However, at times, some parents are not well informed about their children's next steps in development. This does not help them to support their children's home learning effectively. Despite this, parents value the daily verbal feedback about their child's day. They appreciate the diversity of the experiences on offer, such as forest school and craft activities.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the significant weakness in safeguarding and recruitment procedures, children's safety is not adequately assured. However, staff attend regular training which provides them with an awareness of the signs and symptoms that may indicate a child is at risk of harm from radicalisation or emotional abuse. Staff know where to report if they have concerns over a child's welfare. They carry out daily risk assessments. For instance, staff check the garden for any broken toys or hazards before children enter the area.

What does the setting need to do to improve?

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

	Due date
ensure required information is provided to Ofsted and relevant agencies in a timely manner to safeguard children	12/05/2023
ensure all safeguarding policies and procedures are understood and implemented by all managers and staff	12/05/2023

implement procedures to ensure that Ofsted is provided with all of the information need to be carried out for required suitability checks for all staff and those living on the domestic premises	12/05/2023
ensure that any person who does not have the required completed suitability checks adheres to risk assessments and is appropriately supervised at all times around children	12/05/2023
implement appropriate systems to support staff with the coaching and training needed to foster a culture of mutual support and continual improvement in teaching	12/05/2023
improve key-person systems to ensure each child's care is tailored to meet their individual needs all times.	12/05/2023

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

- strengthen arrangements to share information about children's progress with parents to help them support learning at home.

Setting details

Unique reference number	EY487937
Local authority	Oxfordshire
Inspection number	10276460
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	37
Number of children on roll	51
Registered person unique reference number	RP511067
Date of previous inspection	17 July 2017

Information about this early years setting

Chalkhouse Childcare Services operates in Kidmore End, in Oxfordshire. It registered in 2015. It opens Monday to Friday from 7.30am to 6pm for 50 weeks of the year. There are 11 members of staff employed to work directly with the children, seven of whom hold appropriate childcare qualifications. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mandy Cooper

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection 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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