

Inspection of Chuckles (UK) Ltd

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

Inspection date:

10 September 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff and leaders create a very stimulating and engaging environment, where children feel happy and safe. Younger children arrive accompanied by supportive staff and older children come on their own from their close by classrooms. They settle quickly and become deeply engrossed in fun activities. Staff and leaders take into account children's interests and needs. They follow specific themes for learning, while giving children opportunities to make their own choices of resources and activities to explore. For example, children choose to play a game of darts with their peers. Staff prompt them to recall the rules of the game while encouraging them to share and take turns. Children show high levels of determination while competing with their peers to hit the target. This helps strengthen children's social skills and emotional resilience.

Staff have high expectations of children. They behave exceptionally well and follow the setting's routines and boundaries with confidence. Children form strong relationships with all staff who are readily available to support them and comfort them. Staff always involve children in daily responsibilities and when planning meaningful activities. They also recognise and praise children for their achievements. As a result, children feel appreciated and valued during their time at this setting, which supports their emotional development.

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

- Staff and leaders are very nurturing and warm. They are knowledgeable and work relentlessly to ensure the setting is inclusive and diverse. Staff and leaders work well with the school and parents to ensure children with special educational needs and/or disabilities are included and fully supported. They have robust systems in place to gather relevant information about children, such as interests, needs and special requirements, before they start at this setting. As a result, children adapt very quickly and enjoy their time at this setting.
- Staff encourage children to engage in pretend play with their peers to build on their imaginative skills and social skills. Children use play food and play kitchen utensils to prepare meals for their peers, taking an active role in their play. Staff prompt them to talk about what they are doing to enhance their language skills. Staff are exemplary role models and play alongside children to stimulate their problem-solving and creative skills.
- Children have opportunities to explore the spacious outdoor environment. They can explore the nearby woods in guided activities, to learn more about nature and the world around them. Children operate climbing apparatus with great control and confidence and this further develops their large motor skills, balance and coordination. In addition, children enjoy building their own aeroplanes to

then fly outside, which helps build on their critical thinking and problem-solving skills.

- Children enjoy making their own bracelets using pipe cleaners and very small beads. Supportive staff demonstrate how to use these resources effectively, placing a great emphasis on creativity and attention to detail. Children concentrate intently to pick the small beads in a tripod grip and place them on the pipe cleaner. They are resourceful and create unique patterns. Furthermore, children think how to use the resources available to create necklaces too, which supports their cognitive development. At the end, children proudly display their final product and receive praise and recognition for their efforts.
- Staff feel included and well supported. They report they are very happy to work at this setting. Staff complete regular training to keep their knowledge current and benefit from regular supervisions and meetings. Staff know the children very well and often adapt the planned activities to meet all children's needs and interests.
- Leaders are very reflective. They are passionate and dedicated and have a clear vision for their setting. They share their vision with staff and parents who embrace it with commitment. Leaders aspire to deliver great and unique experiences for all children, while ensuring they are happy and safe. They have formed effective and robust relationships with all teachers from the school, including the school's special educational needs coordinator, to ensure continuity of care and education.
- Partnerships with parents are effective. They continuously praise the high levels of care and dedication and mention how happy their children are to attend this setting. Parents appreciate the effective communication and the immense support received from all staff and leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY373847
Local authority	Essex
Inspection number	10351756
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	24
Number of children on roll	49
Name of registered person	Chuckles (UK) Limited
Registered person unique reference number	RP909331
Telephone number	07835 920 431
Date of previous inspection	15 October 2018

Information about this early years setting

Chuckles (UK) Ltd registered in 2008. The setting operates from the school library. The setting employs seven members of childcare staff. Of these, four hold an appropriate early years qualification at level 2 and above, and the manager holds qualified teacher status. The setting opens from Monday to Friday, during term time only. Sessions are from 7.30am until 8.45am Monday to Friday, and from 3pm until 6.15pm, Monday to Thursday.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- The provider showed the inspector around the provision. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interest are considered when planning activities.
- Some parents met with the inspector who took into account their views.
- The inspector had discussions with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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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