

Inspection of Chafford Tots to Teens Childcare Services Ltd

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

Inspection date: 10 July 2025

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
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

The provider has not ensured that risk assessments while on outings keep children safe from the risk of harm. Leaders have not ensured that staff fully understand their responsibilities in keeping children safe during hot and sunny weather conditions. This means children's health and welfare are not assured. Curriculum activities clearly contribute to building on the range of experiences and learning opportunities for children, especially for those who may have limited access to such enrichment outside of the setting. Trips provide first-hand experiences and are a daily occurrence for all children due to the absence of a garden. Children see real-life connections between what they learn and their environment, such as when looking for spiders and butterflies during a walk.

Staff support children's emotional well-being through sensitive care routines such as nappy changes and during transitions. Staff are responsive and build trusting relationships through comforting upset children. Positive relationships and emotional security are fostered. Staff demonstrate kindness, praise and comfort, particularly with babies and those new to the setting. Emotional literacy and identity are supported. Family albums on display strengthen connections to home and build a sense of belonging for children. Staff encourage turn-taking, helping children feel seen and valued. Independence is well promoted. Children wash their hands, use toilets independently, feed themselves and engage in self-chosen play. Staff actively support the development of self-help skills and celebrate achievements such as walking.

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

- Leaders have not developed robust risk assessment for use during outings, despite this being raised at previous visits. Staff are not clear about the risks to children during outings in hot and sunny weather. For example, staff do not recognise the importance of having drinking water available at all times or the risk of injury from metal climbing equipment that has become hot from the sun. Although leaders have a policy in place for staff to check the ultraviolet (UV) index and high temperatures on a daily basis, staff are unclear how to implement this policy to protect children.
- The setting offers a rich and varied curriculum that is enhanced through purposeful experiences beyond the setting. The curriculum is designed to be broad, ambitious, and inclusive, ensuring children have opportunities to develop across all seven areas of learning.
- The promotion of children's communication and language development is a clear strength. Staff offer consistent narration and name everyday objects. They engage children in meaningful conversation during care routines and play. Younger children enjoy sensory books and explore treasure baskets. Staff

encourage vocabulary through repeated key phrases such as 'spin, spin' when stacking rings. They use open-ended questions to build thinking skills.

- Literacy and expressive arts are creatively interwoven. Children enjoy activities such as making pictures of Cinderella's slipper. This helps them to develop links between the story and creativity.
- Mathematics is embedded through experiences for children. Staff count items such as crackers and apples. They use comparative language such as 'fast' and 'slow'. Staff support early recognition of shape and positional language during block and puzzle play. This supports children's early numeracy and spatial reasoning.
- Children's physical development is fostered well. Children explore the sensory room, magnet tiles and stacking cones. This promotes fine motor skills and sensory awareness. Staff actively support newly mobile children by offering physical guidance and praise. Daily visits to the park support large physical skills such as running and climbing.
- Generally, children behave well. They listen to staff's instructions and show kindness to their friends. However, the promotion of behaviour expectations is not consistent. 'Golden Rules' are displayed and referred to by some staff. However, some staff direction lacks clarity or positive reinforcement. This means that staff's expectations for children's behaviour are not clearly understood by all children. This leads to periods of minor disruption that some staff struggle to manage. That said, behaviour does not have a significant impact on the quality of education for children.
- Baseline assessments on entry provide clear starting points. Staff set realistic, yet ambitious targets in partnership with parents. Funding is effectively used to support children with special educational needs and/or disabilities. Action plans are in place to ensure any funding received meets children's specific needs.
- Partnerships with parents and external agencies are strong and responsive. Leaders demonstrate effective support for families with barriers. Book lending libraries and parental information-sharing promotes home learning. Outreach support is offered and referrals made where necessary. Parents feel well informed about their child's development and next steps in learning.
- The leadership team has some oversight, with regular monitoring, supervision and room presence. However, there is less robust oversight of the experiences for children when away from the setting to ensure quality and risk management is monitored.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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 fresh drinking water is always available and accessible to children, particularly on outings	11/07/2025
ensure risk assessments for outings identify the steps to be taken to remove, minimise and manage identified risks and hazards, particularly those related to the weather.	16/07/2025

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

- help staff to implement developmentally appropriate behaviour management strategies so that children understand why some behaviour is unacceptable
- improve leaders' oversight of the experiences for children when away from the setting so that staff's practice is monitored.

Setting details

Unique reference number	EY479728
Local authority	Thurrock
Inspection number	10411316
Type of provision	Childcare on non-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 11
Total number of places	66
Number of children on roll	185
Name of registered person	Chafford Tots to Teens Childcare Services Ltd
Registered person unique reference number	RP533835
Telephone number	01375 480 655
Date of previous inspection	14 August 2019

Information about this early years setting

Chafford Tots to Teens Childcare Services Ltd is located in Thurrock, Essex. It registered in 2014. The nursery employs 18 members of childcare staff. Of these, nine hold an appropriate childcare qualification at level 3, and five at level 2. The nursery opens from Monday to Friday, all year round except bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with the manager and provider about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation.
- The inspector joined the children on an outing.
- Parents shared their views with the inspector during the inspection and their views were taken into account.
- The inspector observed the quality of teaching and interactions.
- The inspector viewed a sample of documentation to demonstrate the suitability of staff.

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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