

# Chuckles (UK) Ltd

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



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 15 October 2018  |
| Previous inspection date | 13 November 2014 |

| <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                   |                         | Good           | 2        |
| Outcomes for children   |                         | Not Applicable |          |

## Summary of key findings for parents

### The provision is good

- Staff gather information about children's interests when they first start. This helps them to plan activities that ignite children's interests and help them to be motivated to try new experiences.
- Staff work well as a team. They attend supervisory meetings with the manager that enable them to reflect on their practice. Staff attend training that helps them to promote children's health and safety.
- Children are keen to arrive and know the routine well. They take off their shoes, placing them along a wall. Children demonstrate good relationships with staff and show that they feel safe and are emotionally secure.
- The manager and staff work well with parents, other professionals and the school that children attend, to promote children's self-care routines. Staff pass on information from the school to parents when they collect them. This shows good partnership working to promote the interests of children.
- Children display care and concern for others. They behave well and learn rules of games, such as to share and take turns with others.
- Parents comment positively about the club, they say that their children are offered a wide range of activities.

### It is not yet outstanding because:

- Although the manager gathers the views of parents, she does not highly effectively gather the views of children to help contribute to the continuous development of the provision.
- Staff do not give children enough opportunities to develop their sense of responsibility.

## What the setting needs to do to improve further

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

- strengthen the procedures for including the views of children in planning for the continuous improvement of the club
- give children more opportunities to develop a sense of responsibility and to carry out more tasks for themselves.

### Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club manager.
- The inspector held discussions with the club manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs of abuse and what would cause them concerns about children's safety. The manager makes sure that all staff have up-to-date knowledge of child protection. Staff promote children's safety well when they collect them from school. They provide children with high-visibility jackets so they can be easily seen amongst the other school children. Staff ask children to hold hands when they walk a short distance along the road to the club. Staff risk assess the environment prior to children arriving. They have measures in place to ensure that children leave with a suitable adult. This helps to keep children safe. The manager ensures that staff supervise children well and all have paediatric first-aid training.

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

Staff find out information from the host school about what children are learning in the school day. They use this to help complement children's learning experiences and to build further on their skills. Staff know children well. They talk to them about their interests and, through discussions, help children to develop their understanding of the world. Children talk confidently about different animals they have seen. Staff encourage children to take turns in conversations, respecting others' views and opinions. Children show good hand-to-eye coordination when staff ask them to thread food onto a wire. Staff talk to children about using it to feed the birds. This helps children to learn to care for other living things. Children develop their creative and literacy skills, for example, they use pens to colour in pictures of unicorns. Children are physically active. Outside they explore different ways of playing with balls. They bounce it on the ground, hit balls using a racket and kick balls into a net.

### Personal development, behaviour and welfare are good

Staff offer children a range of healthy foods. They obtain information from parents when children first start about their children's medical and dietary requirements. This helps them to meet children's good health. Staff offer children settling-in sessions when they first start. This helps children to become familiar with the staff and club routines and for children's key person to find out about their individual needs. Staff give children plenty of praise and encouragement. This helps to raise their self-esteem and to promote positive behaviour. Staff reinforce the rules and boundaries of the club. They encourage children to develop their social skills. When children want to play with a toy, staff encourage them to work together to move the equipment. Children say that they 'like the adults that take care of them and they are nice people'.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY373847  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 10069343  |
| <b>Type of provision</b>                         | Out-of-school day care  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 4 - 11  |
| <b>Total number of places</b>                    | 24  |
| <b>Number of children on roll</b>                | 70  |
| <b>Name of registered person</b>                 | Chuckles (UK) Limited   |
| <b>Registered person unique reference number</b> | RP909331  |
| <b>Date of previous inspection</b>               | 13 November 2014  |
| <b>Telephone number</b>                          | 07835 920 431   |

Chuckles (UK) Ltd registered in 2008. The club operates from the school library. The club employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, one at level 3 and the manager who holds qualified teacher status. The club opens from Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3pm until 6.15pm.

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