

Chalkhouse Childcare Services

Kerak, Chalkhouse Green Road, Reading, RG4 9AS



Inspection date	17 July 2017
Previous inspection date	20 January 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make progress and develop a wide range of skills. The teaching in the room for children aged under two years is very well matched to their needs and this helps them to make good progress.
- Children are happy learners who eagerly engage in the wide range of activities that staff provide. The outdoor area is very attractive and children concentrate well in their play.
- Children have good relationships with staff. They settle easily and behave well. Staff make time for parents and children at the start of each day. They help the less confident children engage in activities as soon as they arrive. This helps parents to leave their children knowing they are happy and settled.
- Relationships with parents are good. Parents receive written reports that explain the progress children are making. The electronic system in use provides them with easy access to information about their children's activities.
- The manager has established good links with the local school. The manager works closely with the school staff on successful transition periods for children. Children are well prepared for the next stage in their learning.

It is not yet outstanding because:

- Systems for staff supervision do not fully support consistency in children's learning.
- Staff sometimes miss opportunities to engage children in learning during routines.

What the setting needs to do to improve further

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

- enhance the supervision of staff to help children receive consistency in their learning
- improve the organisation of routines to help engage children at all times.

Inspection activities

- The inspector assessed the steps the management team has taken to address the weaknesses from the last inspection.
- The inspector observed the quality of teaching and learning in the playrooms and outdoor play areas, and sampled children's assessment records and planning documentation.
- The inspector checked the setting's safeguarding procedures through the scrutiny of documentation, observation of children at play and discussion with the staff.
- The inspector talked to staff, parents and children and also took account of parents' written comments.
- The inspector and the manager completed a joint observation.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The management team has made significant improvements to its practice since the last inspection. It has improved the evaluation of the setting, training for staff and monitoring of children's progress throughout the year. The self-evaluation is accurate and the manager has a good view of the strengths in teaching, learning and assessment overall. The manager has a good knowledge and understanding of how young children learn. This helps her to motivate and inform the staff about relevant changes in practice to meet the needs of the children. The staff work well as a team. They receive a good range of training which helps them to keep children safe. Safeguarding is effective. All staff know how to recognise any concerns about children's welfare and care, and they know what action to take.

Quality of teaching, learning and assessment is good

The manager has developed and implemented systems to monitor individual children and groups of children so that any gaps in their learning can be identified and addressed. Most staff plan for each child's learning needs and match activities to children's interests and this helps them to make expected progress. The activities help children to use their imaginations and build on their experiences. Children hear language spoken well. Staff support children to talk, explore, question and describe what is happening. Older children suggest activities, such as counting fish by taking turns, reading books and making mud pies and cups of tea with herbs from the herb garden. The puppet theatre helps children to retell stories using characters, and their play is extended as they fetch torches and talk about going to a theatre.

Personal development, behaviour and welfare are good

Children settle quickly and this helps them to have very strong relationships with staff. The older children understand daily routines and most respond to instructions quickly. The children enjoy playing outside. There is a good choice of activities to support children's physical development. The stimulating environment is of a very high quality. Children enjoy their time at the setting. They are encouraged to explore and create their own games. For example, children move the drainpipes as they pretend to be firefighters. Staff in the baby room work hard to support children to be happy as their parents leave. This helps to develop children's confidence and their emotional well-being.

Outcomes for children are good

Children are provided with lots of opportunities to develop their basic skills. Children are supported to improve their speech to help them communicate more clearly. For example, they use the puppets to put on shows with each other. Children are confident to write their own names. They begin to read and use their knowledge well to recognise and read labels. They share the equipment well and build on each other's ideas. Children are well prepared for their next steps in learning.

Setting details

Unique reference number	EY487937
Local authority	Oxfordshire
Inspection number	1057995
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	22
Number of children on roll	34
Name of registered person	Lucy Bridget McAdden
Registered person unique reference number	RP511067
Date of previous inspection	20 January 2016
Telephone number	07762773949

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 eight members of staff employed to work directly with the children, six of whom hold appropriate childcare qualifications. The setting provides funded early education for two-, three- and four-year-old children.

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