

# Inspection of Chalkhouse Childcare Services

Kerak, Chalkhouse Green Road, Reading RG4 9AS

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Inspection date: 21 September 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and excited for their day at the nursery. Staff create an inclusive environment, indoors and outdoors, and children are enthusiastic in their play and learning. Staff know the children well and have built strong bonds with them. As a result, children are confident to explore their environment and make choices for themselves. For example, older children arrive and either join staff at tables to complete creative activities or join friends in the home corner to play independently. This means children stay for extended periods of time at activities.

Staff model positive behaviour and language. As a result, children learn and use good manners. Children respond well to praise and are keen to show their achievements. For example, children arriving hang their coats on their pegs. When children struggle to do this, staff give lots of encouragement. Children jump up and down excitedly when they achieve this task.

The committed and dedicated staff team has high expectations for learning. Teaching is adapted to suit children's individual needs. As a result, all children make good progress in their learning and development. This includes children with special educational needs and/or disabilities (SEND).

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

- Since the last inspection, managers have reviewed processes for staff recruitment and supervisions. Managers now implement regular supervisions that focus on identifying development and learning needs. For example, recent training has provided staff with ideas on supporting children's oral hygiene.
- Managers have good oversight of the nursery and good knowledge of children's individual needs. This ensures that children falling behind get the support they need so they can progress with their learning. Children's key persons know them well and plan clear next steps to make sure that all children make good progress.
- Staff support children's personal, social and emotional development well. Younger children play alongside their peers, and older children build strong friendships. Staff teach them to share and take turns, and children are supported to resolve conflicts. However, on occasion, staff are not fully effective in helping older children to understand the impact of risk-taking on themselves and others, such as when they climb on items of furniture.
- Children's speech and language are supported well. Older children have group times, where they learn to take turns talking and listening to their peers. They excitedly recall previous learning and share this with their friends. Staff support younger children by repeating words back to them and helping them to build sentences by putting two and three words together. Children are developing a

love of books. For instance, staff read well-known books to children, and they pause and let the children tell the next part of the story.

- Staff promote children's mathematical development from an early age. They use language to encourage children to think about shape and size. Children happily scoop oats into pots, and staff encourage them to count as they do this. Younger children enjoy counting songs and rhymes, which they join in with enthusiastically.
- Children's physical development is planned through a variety of activities that support their different stages of development. Babies are encouraged to join in with action songs and explore the environment, which has been planned to encourage crawling, standing and walking. Older children excitedly take part in dancing using pom-poms, which they wave around following the instructions of staff.
- Children learn about the world around them. Staff know the children well and find out from parents about children's backgrounds and experiences. Staff then build on these and plan new experiences for the children. Older children enjoy exploring the surrounding areas. Staff teach children about road safety and keeping their local environment clean by litter picking. Children learn about wildlife and plants. For example, children enjoy making bird feeders and flower pressing.
- Children with SEND are supported well. Concerns are identified early, and staff support parents to make referrals. This ensures that children get support quickly. Staff work with other agencies to support children's needs. This helps them to make good progress with their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Managers have updated procedures for new staff while they wait for suitability checks to be confirmed. Daily risk assessments are completed by staff to ensure the safety of the premises and equipment. Managers and staff have good safeguarding knowledge. This is kept updated by regular training. Staff can recognise signs that may indicate a child is at risk of harm or abuse. They know the procedures to follow when they have concerns about a child or an adult and the agencies to contact for advice and support. Staff have good knowledge of a wider range of safeguarding issues, such as county lines, female genital mutilation and the 'Prevent' duty.

## What does the setting need to do to improve?

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

- give children clear explanations to help them understand rules and boundaries and the impact of risk-taking on themselves and others.

## Setting details

<b>Unique reference number</b>	EY487937
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10290998
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	McAdden, Lucy Bridget
<b>Registered person unique reference number</b>	RP511067
<b>Telephone number</b>	07762773949
<b>Date of previous inspection</b>	13 April 2023

## 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 12 members of staff employed to work directly with the children, nine 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

Nicky Butler

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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 nursery.

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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