

Chill Out Time @ Grange First School

Inspection report for early years provision

Unique reference number	EY381077
Inspection date	17/02/2009
Inspector	Jayne Utting
Setting address	Grange First School, Norham Road, NEWCASTLE UPON TYNE, NE3 2NP
Telephone number	0191 285 52954
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Chill Out Time was registered in 2008. It is located in a community centre in the grounds of Grange First School. It operates from a main playroom with adjacent kitchen and toilet areas. The club also has access to two additional multi purpose rooms as well as a secure outdoor play area. Sessions run from 07.30 - 09.00 and 15.00 - 18.00 Monday to Friday, term time only.

There are currently four children attending who are within the Early Years Foundation Stage (EYFS) age group. The club also offers care to children aged over five years. Ofsted registers this provision on the compulsory and voluntary parts of the childcare register.

Two members of staff work with the children. Both hold recognised early years or childcare qualifications. The setting receives support from the local authority early years advisors. The setting is fully accessible to all users and supports children with learning difficulties and disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. There is a genuine commitment to inclusion evident throughout the setting and its practice. Staff act as good role models for the children, fostering a positive attitude to diversity, ensuring children develop respect for individual and differing needs as well as confidence in their own unique abilities. As a result all children are happy, well settled and fully integrated into the provision. Committed to improvement and an ethos of reflective practice, the club has identified some areas for further development, but has yet to prioritise these and identify clear actions to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- build upon existing systems for observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop a culture of reflective practice, self evaluation and informed discussion to clearly identify strengths and priorities for development.

The leadership and management of the early years provision

Good, robust procedures for the recruitment and vetting of all staff ensures that children are cared for by well qualified, suitable adults. This combined with a detailed, structured induction programme, regular staff meetings and effective overall monitoring ensures that all staff are aware of their roles and responsibilities and implement these consistently. Staff are committed to ongoing personal

development and have undertaken a number of short courses including safeguarding children, first aid and equality and diversity training. This ensures the continued provision of a competent team of staff.

Children are cared for in a secure environment where they are supervised closely by staff at all times. This, combined with a detailed risk assessment and daily safety checks enables children to move around safely and independently. Children are also encouraged to develop an awareness of the need to preserve their own well being and that of their friends. This is achieved by gentle reminders from staff and is reflected in the children's own rules for the club such as no running. In addition, a detailed range of policies and procedures are used to inform practice and safeguard the welfare of the children who attend. This combined with effective recording systems for medication administration, accidents and allergies, which are kept up-to-date and efficiently stored, further ensures children are well protected.

Staff maintain good links with parents and carers, ensuring the on-going two-way flow of information about children's welfare, progress and achievements. Parents have access to copies of the setting's policies and procedures, including those for complaints, whilst a detailed notice board and newsletter keeps them up to date with activities and routines within the club. There are very effective systems in place for sharing appropriate information and records with colleagues and staff in school, this collaborative working relationship ensures each child is supported and integrated.

Regular staff meetings combined with verbal and written feedback from service users ensures the setting has a firm foundation upon which to review and evaluate its practice. As a result, staff have an emerging knowledge of their strengths and current areas for development but have yet to clearly identify targets to ensure further improvement to the provision and outcomes for children.

The quality and standards of the early years provision

Children are clearly happy, well settled and confident at the club and are, on occasion, reluctant to leave when they are collected. Their play space is warm and welcoming, with lots of examples of their work on the walls. Staff actively seek the views of the children when planning activities which gives them an added sense of belonging and ownership. As such children choose from a wide range of stimulating, interesting and varied activities including building dens, playing outdoors, reading, board games and all kinds of crafts.

Children's independence and confidence are promoted very well. They select freely from well organised resources and are guided by staff to extend their learning. Children have good relationships with other children in the group. They chat happily to each other as they play noughts and crosses on the chalk boards. They have secure relationships with adults and are happy to ask them to join in with their games. As such they enjoy sensitive and caring relationships with staff who know them well and inspire them with their own enthusiasm.

Children enjoy daily opportunities for fresh air and exercise and love to run around

outside, playing football or chasing bubbles. This combined with the provision of healthy snacks including fresh fruit, vegetables and dips, introduces children to the benefits of healthy lifestyle choices. Consistently applied routines and procedures for hand washing and food preparation also encourages children to follow good hygiene practices, protecting them from illness and infection.

Staff always take an active role in the children's activities and are skilled at recognising and maximising learning opportunities ensuring all children make satisfactory progress within the EYFS. They demonstrate a sound working knowledge of the learning and development requirements and as a result are confident in supporting children's learning both indoors and out. There are systems in place for collecting information about what children enjoy and can do before they start. This combined with purposeful ongoing observational assessment ensures that practitioners are beginning to plan and provide learning experiences tailored to the individual needs and abilities of the children. However, the group is in the early stages of implementing these systems and has yet to build fully upon these observations and assessments to consistently identify learning priorities and plan relevant and motivating learning experiences for each child.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.