

Chill Out Of School- Cuddington

Inspection report for early years provision

Unique reference number

EY395337

Inspection date

08/12/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Chill Out of School - Cuddington was registered in 2009. It is one of four registered provisions operated by Chill Out of School Ltd. It operates from Cuddington Community Primary School in Worcester Park, Surrey. Children have access to the dining room, the school hall, an enclosed outdoor area and use of the playground and school playing field for supervised activities.

The out of school club is registered to provide care for a maximum of 24 children aged from three years to eight years, of whom, 15 can be in the early years age group. There are currently six children attending in the early years age range. Children aged from eight years to 11 years also attend the club. The setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The club operates Monday to Friday from 7.45am to 9.00am and 3.00pm to 6.00pm during term time. The club is open to children from Cuddington school and children from the Mead and Auriol schools. Staff take and collect children from these schools. In addition the club operates a holiday play scheme in all school holidays and inset days. The holiday play scheme is open to children from the local community and runs from 8.00am to 6.00pm, five days a week.

The setting employs four members of child care staff. Of these, three hold appropriate early years qualifications and the remaining one is currently working towards a level three qualification. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from their time in this setting due to the happy and vibrant atmosphere staff provide. The commitment and enthusiasm of the staff is a key strength. They offer a fully inclusive environment which recognises the uniqueness of each child. When possible children's individual routines and activities are valued. Staff take and collect them to additional clubs in the school where the setting is based. Children are safe and secure and obviously enjoy their learning. Self-evaluation makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- continue to develop the planning, ensuring that it refers to the six areas of learning which are covered by the early learning goals
- implement a system to monitor the room temperature.

The effectiveness of leadership and management of the early years provision

Thorough employment procedures demonstrate that staff working with the children are suitable to do so. Staff take their responsibility for safeguarding children seriously. They attend training to develop their knowledge and have a good understanding of the procedures to follow if they have concerns about a child in their care. Clear risk assessments contribute to children's safety and staff take steps to minimise identified risks. For example, when escorting children from school everyone wears a high visibility jacket, staff carry a mobile phone and first aid kit and all staff have first aid training. Children's conversations and high self-esteem demonstrate that they feel safe and secure.

Those in charge are focussed on helping all children to make progress in their learning and development. There is a common sense of purpose between staff who work very well together and obviously enjoy their time with the children. The team use self-evaluation effectively enabling them to improve their provision. Having decided that they would like to have healthier menus staff researched healthy foods and removed some items from the menu. They further encouraged the children's understanding by setting up a play restaurant. The setting has only been running for a few months but staff demonstrate their understanding about the importance of promoting inclusion and equality and plan to celebrate cultural festivals. Children learn about adapting activities to enable everyone to participate as staff discuss the importance of this.

Staff are guided in their day-to-day practice by clearly written policies and procedures. The clear maintenance of records and implementation of policies generally supports the safe and efficient management of children's learning and welfare. However, while there is a policy which states the room is maintained at certain temperatures there is currently no system to monitor this. Friendly, professional links exist with parents. An effective system ensures that any messages between school and parents are shared. Staff have developed links with the schools they take to, and collect from, which helps support the sharing of experiences.

The quality and standards of the early years provision and outcomes for children

An interesting, well-equipped and welcoming environment successfully reflects children's backgrounds and the wider community. Staff enthusiastically support children's learning by involving themselves in their play, allowing them to develop their interests and asking open-ended questions to make children think. Staff plan an office area to help support the children's current interest in writing. When children choose to play with the office, staff extend learning as they ask to make an appointment to see a manager, suggesting the child writes it in the diary. Children respond with enthusiasm, smiling when their writing is praised. Staff use their clear knowledge about each child to plan and provide a varied range of

activities which are interesting and encourage learning. Written plans are in place allowing staff to ensure activities are rotated and that they cover the six areas of learning. However, the plans do not refer to these areas which means parents may not be fully aware of the aims of specific activities. Management have identified this as an area to develop. Children are motivated to play and learn, confidently chose what to play with and concentrate very well. The setting helps set the foundation for each child's future life skills through the varied and fun activities which support their numeracy, reading and writing skills. Whilst enthusiastically playing bingo children develop their number matching and recognition skills. At snack time staff help the children explore how much fruit they need. Children choose to go to the book area to look at books for pleasure and enjoy listening to stories.

Children behave well because they know what is expected of them. They demonstrate this by quickly responding to the question used to gain their attention and then listen to what staff have to say. Staff are very positive roles models. They manage behaviour consistently and fairly giving clear explanations while discussing with the children the effect their behaviour may have.

Children's good health is well promoted as clear procedures minimise the risk of cross infection. Following any sickness staff and parents must sign to say they have been free from symptoms for 48 hours. Staff regularly remind children to wash their hands before eating and are vigilant in ensuring the children do this. Children have regular access to fresh air as they walk to and from school and play outside. Playing with balls, skittles and hoops enables children to develop their large muscle skills. When they cannot play outside staff instigate a game of musical bumps which everyone enjoys. Emphasis is placed on helping the children to develop an understanding of healthy eating. They are actively encouraged to have some breakfast as staff recognise the importance between food, concentration and learning. At afternoon snack time children enjoy preparing their food. Lots of happy conversations take place as the children cut peppers and cucumber, grate cheese and serve the ham. Children demonstrate their knowledge about healthy food commenting that it makes you big and strong.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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