

Chillout Kids Club

Inspection report for early years provision

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Inspector

Martyn Richards

Setting address

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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

Chillout Kids Club is one of two schemes run by a private individual. It opened in 2007 and operates from the school hall of Fawbert and Barnards Primary School on the outskirts of Harlow. A maximum of 26 children aged from four to eight may attend the club at any one time. The club is open each weekday from 7.45am to 8.45am and from 3.00pm to 6.00pm during school term-times. All children share access to a secure enclosed outdoor play area, and garden, adjacent to the hall. There are currently 27 children aged from four to eight years on roll, and three of these are in the early years age group. Some older children also attend the club. Children come from both the local and wider catchment area. The out of school scheme supports children with special educational needs and/or disabilities, for whom it provides suitable facilities and access. It currently also supports a small number of children who speak English as an additional language. The club employs 10 staff, the majority of whom have appropriate childcare qualifications. Several are training to enhance their qualifications. The club is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Chillout Kids Club provides a secure, welcoming and inclusive environment which meets the needs of the children effectively. Children participate happily in the activities provided, but some shortcomings in planning mean activities contribute less than they should to the children's learning and achievement. The staff are enthusiastic and approachable, and the club is valued by parents. This, together with the manager's thorough implementation of the recommendations of the last inspection, are evidence of a satisfactory capacity to continue improving the provision in the future.

What steps need to be taken to improve provision further?

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

- improve activity planning to provide more variety and challenge for the children, and to raise their achievement
- make clearer to parents their right to complain to Ofsted, and how to do so
- provide a suitable facility for children to rest quietly, read or browse in comfort.

The effectiveness of leadership and management of the early years provision

Club staff rightly give high priority to ensuring children's safety. Recruitment processes are thorough and ensure the suitability of those working with the children. The hall and outdoor facilities are secure from intrusion, visitors are

carefully checked in and out, and children may only be collected by authorised adults. There are stringent arrangements for occasions when a child may not be collected at the expected time. There are clear plans and procedures for evacuation in the event of an emergency, and practices are held regularly. Staff check the accommodation and equipment every day, and are alert to any risks children might face.

All staff have had training in child protection, and they know what to do if they are concerned about any child's welfare, therefore safeguarding children in their care. The recently-introduced Key Person scheme allocates a named member of staff to each child, with responsibility for oversight of their welfare and progress in the club. A full range of policies and procedures is in place to ensure smooth and safe day-to-day running of the club. Parents trust and appreciate the club, and find it easy to chat to staff if they have any concerns. The club receives very few complaints, but the manager has not met the requirement to draw clearly to parents' attention their right to complain directly to Ofsted if they wish.

The staff are committed to making the club fully inclusive. They make caring and well-informed provision for children with special educational needs and/or, and several have undertaken extra training in this area. Activities such as celebrating Chinese New Year, or making lanterns in styles from different cultures help children appreciate diversity. All the activities of the club are available equally for all the children, irrespective of race or gender.

The recommendations of the last inspection have been implemented, and the leader is in the early stages of producing a detailed self-evaluation form, to clarify the strengths and weaknesses of the club, and thereby help it move forward. Surveys of parent and child opinion bring a good collaborative dimension to the evaluation process. Staff are keen to continue improving the club, and they have a good record of training to help them extend their skills. This is indicative of their satisfactory capacity to maintain improvements in the future. This said, there are weaknesses in their planning of activities for the children. As a result children do not achieve as much as they could.

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

Children enjoy coming to the club. As they arrive from their varied schools, they settle quickly to the activities set out for them, drawing, modelling, construction play, collage, and a computer game. They play together well, with older children considerate of the younger ones. Behaviour is very good, and adult intervention is quiet, unobtrusive and effective if children become restless or noisy. Adults initiate some activities, and join in alongside the children, in making paper cut-out lanterns. Children wash their hands, and enjoy the healthy snacks provided. Water is freely available throughout the sessions. Children know why hygiene is important, and what constitutes healthy eating. They feel confident and secure with the staff, and there is no evidence of bullying or other kinds of harassment. They periodically complete a 'Picture Quiz' to indicate the activities they particularly enjoy, and any new ones they would like to see. This helps them feel a sense of

ownership and responsibility for the club. Dressing up is particularly popular with the youngest children.

The hall is spacious, light and clean, with colourful displays, and a small club notice board. There is a good range of equipment for play. Although storage space is very limited, toys and games are in good condition, and well suited to the ages of the children. For some younger children, who also attend the breakfast club, school days are very long. They tire, and need a comfortable quiet corner to read or browse in, or simply to rest. There is no suitable provision at present.

Children learn to play together, to take turns and make independent decisions about what to do next. They are helpful and polite. These achievements in personal and social learning will be helpful to them throughout their schooling and in later life. However, opportunities for achievement and development in other areas are limited. This is because plans take too little account of the need for children's interests to be stimulated and broadened, for adults to introduce new challenges and insights, and respond to the young children's curiosity about the world. Current planning takes too little account of the range of experiences statutorily required of settings with children in the early years age group.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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