

Chill Out Time Childcare

Inspection report for early years provision

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Inspector Kathleen Snowdon

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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 Time Childcare was registered in 2002 and operates from English Martyrs Roman Catholic Primary School in Fenham, Newcastle upon Tyne. It is part of North Fenham children's centre and children are accommodated in the main playroom and have access to a hall and a fully enclosed outdoor play area. The setting is registered to provide wrap around care for a maximum of 26 children aged under eight years. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. The out of school provision is open Monday to Friday, from 8am to 9am and 3.15pm to 6pm in term time and from 8am to 6pm during school holidays. The pre-school provision is open Monday to Friday from 9am to 3.15pm in term time only. An occasional crèche facility is also offered.

There are currently 76 children on roll who are under eight years and of these 67 are within the early years age range. The setting is in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are five members of staff who work directly with the children. Of these, two members of staff hold an Early Childhood Studies degree, while the others all hold appropriate Level 3 and 4 qualifications in early years. The nursery teacher from the school also works with the children. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have very good understanding of children's individual needs. This creates an inclusive environment, which supports children's welfare and helps them to make good progress in their learning and development. Partnership working is good, especially those in the wider context, which are outstanding. Self-evaluation is effective and recommendations made at the last inspection have been addressed. Consequently, the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review the organisation and presentation of the book area and increase the availability of books that contain stories and languages from other cultures and traditions.

The effectiveness of leadership and management of the early years provision

Very good priority is attached to safeguarding. All staff have been appropriately vetted to determine their suitability. Staff are vigilant and check out children's unexpected absences. They are very aware of child protection issues and the procedures to follow should they have any concerns. Staff keep a record of visitors to enable them to monitor who has access to the children. As well as this, thorough risk assessments help to prevent accidents, while useful routines, such as fire drills, teach children how to stay safe. Documentation is well organised. All essential records are in place, readily available for inspection, stored securely to protect confidentiality and amended as soon as changes occur to keep information up to date. The registration and public liability insurance certificates are prominently displayed, as is a poster that explains how to contact Ofsted. Written policies are clear and reflect what happens in practice. Parents have access to these so they know what happens in certain circumstances, such as if a child is ill or uncollected.

Staff have good relationships with parents and carers. They receive detailed written information about the setting before their child starts. Thereafter, they are kept well informed about their child's progress and other relevant information through daily discussion with staff and newsletters. Parents and carers have very positive views. They particularly like the range of activities that the children take part in, the good atmosphere and the location. They describe staff as 'friendly, helpful and approachable' and rate the quality of care and education the children receive as 'excellent'. Other partnerships are excellent, exemplified by the way in which staff work extremely closely and successfully with teaching staff from the school. They share and disseminate their knowledge, experience and expertise to ensure that the children have highly positive early experiences. In addition, staff have very strong links with others in the wider community, such as police and fire fighters, who visit the group regularly. The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training. Recent courses include safeguarding, first aid and storytelling.

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

Children's starting points are established through consultation between parents and staff and ongoing observation and assessment of the children, whose progress is monitored in 'Learning Journey' files. The information is used well to plan theme based activities that include every child, cover all areas of learning and appeal to children's personal interests. It also contributes to the way children are given time to initiate their own play and pursue their own interests. As a result, children have lots of scope to have fun and enjoy themselves. This increases their propensity to learn and helps them to make good progress towards the early learning goals.

Labels and posters help to create well defined play areas and many of these are written in languages other than English to reflect the diversity of the children's home cultures. The indoor and outdoor environments are very well resourced. However, the layout and presentation of the book corner does not encourage children to use books of their own accord. In addition, there are too few readily available books reflecting other cultures and languages, such as those of children learning English as an additional language. Otherwise, toys are easily accessible, of a good quality and developmentally appropriate. They include jigsaws; small world items and role play props that promote positive attitudes to disability, gender and ethnicity. Additional equipment, such as magnifiers, spades and buckets, allow the children to explore and scrutinise things like insects or rain water pouring from a pipe. This enables children to make their own discoveries, satisfies their natural curiosity and increases their knowledge and understanding of the world.

Good emphasis is placed on the children's health. A nutritionist is involved in menu planning so children eat appetising meals and snacks that encourage the development of healthy tastes and preferences. The children love playing outdoors where they run around freely and safely and use a range of sturdy apparatus. This keeps them fit and active and teaches them that exercise is fun. There is a sensible sick children policy, which, alongside consistent routines like hand washing before eating, helps to reduce the risk of infections and illnesses.

The children have good opportunities to communicate, such as when they take turns to talk at circle time. Staff encourage all the children, so that even shy children and those that are in the process of learning English as an additional language feel able to say or do something that conveys meaning to the rest of the group. This builds children's confidence and self-esteem. Underpinning everything, are the very good relationships between children and adults. Children are very well supported by caring and committed staff, who give them sensitive and clear guidance. This enables the children to feel safe and secure and teaches them how to behave acceptably. These highly beneficial experiences help children to reach their full potential and achieve future success.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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

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