

Chill Out Time Childcare

Inspection report for early years provision

Unique reference number	EY292224
Inspection date	04/10/2010
Inspector	Jim Bostock
Setting address	Stocksfield Avenue Primary School, St. Cuthberts Road, Newcastle upon Tyne, Tyne and Wear, NE5 2DQ
Telephone number	07985 626 543 or 07932 701 014
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chill Out Time Childcare is located in Stocksfield Avenue Primary School in the Fenham area of Newcastle upon Tyne. Chill Out Time Childcare is privately owned and also provides services for two other out of school clubs in the local area. It is accessible to pupils who attend the school in which it is based. The group is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children under eight may attend and the setting accepts children from the age of three and up to the age of 14 years. There are 34 children currently on roll. Of these, 15 are within the Early Years Foundation Stage.

The group is open Monday to Friday from 7.45am to 9am and 3.15pm to 6pm during term-time. The group is also open from 7.45am to 6pm to cover teacher training days when the school is closed. During the school holidays, care is not provided at the out-of-school group based in the school, but children can access full holiday day care at English Martyrs Primary School which is also run by Chill Out Time Childcare. The group have use of two, playrooms within the Sure Start centre in the school grounds, nearby toilets, staff facilities and a kitchen area. There is an enclosed outdoor play area for children's use.

The group has a person in charge and employs two other members of staff to work with the children. The manager and one member of staff both have appropriate early years childcare qualifications at level 3; one other member of staff is working towards a degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting meets the needs of children and has appropriate plans to ensure any children with special educational needs and/or disabilities are well cared for. Children feel valued and enjoy the experiences offered as staff successfully provide a happy and caring environment. Nevertheless, procedures and policies relating to the administering and recording of medicines as required in the Statutory Framework for the Early Years Foundation Stage, are not fully in place. Leaders are committed to the ongoing maintenance of continuous provision, although processes of self-evaluation are not yet fully developed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement an effective policy on administering medicines to children to include written records,

04/10/2010

obtaining prior written permission from parents, and informing parents when medicines are administered (Safeguarding and promoting children's welfare)

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

- review the safety arrangements concerning emergency evacuation drills and access to the kitchen area
- develop the exchange of information with other settings to help identify children's learning needs and use this to inform the effective provision of complementary play-based activities
- develop the self-evaluation process further to securely identify areas for improvement.

The effectiveness of leadership and management of the early years provision

The manager and staff have a secure understanding of child protection procedures and know where to make referrals. The service has ensured all staff working on the premises are vetted and suitable to work with children. Designated staff are responsible for child protection, children with special educational needs and/or disabilities, and managing behaviour. Most policies are in place to promote children's health and safety. These are shared with parents to ensure they are aware of the setting's responsibility. However, there is not an effective policy in place for the administering of medicines. This includes obtaining prior written permission from parents for each and every medicine before it is given, the maintenance of written records of all medicines administered to children and the informing of parents, which are requirements of the Statutory Framework for the Early Years Foundation Stage. There are records of risk assessments in place for the provision and outings to ensure any potential hazards are promptly identified and minimised. However, the kitchen door is not always locked when staff are not present to fully secure children's safety. In addition, although required records are in place to ensure children are well cared for, emergency evacuation drills are irregular. This limits the understanding of children and staff about what to do in the event of a fire or other emergency. Parents have good discussions with staff when they arrive to bring or collect their children. They feel that their children are settled, enjoy attending, are progressing and have a relaxed time before or after school. Parents have access to the available policies and procedures as well as children's individual development files. They have provided information necessary to the care of their children.

The leadership has a commitment to improving but self-evaluation is informal and not systematic. Consequently, areas for improvement are not well defined. The setting promotes equality and diversity satisfactorily and takes account of children's individual needs and backgrounds. There are appropriate resources to support children's learning and development.

Staff have good relationships with the school and nursery on site and there is

some discussion about children and complementary working, such as providing the means for children to do their school homework in the sessions. However, the group does not use effectively, the available information about children from these settings in order to support children's progress and inform planning.

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

The setting is most welcoming, with friendly, attentive and interested staff who listen to the children. Relationships are warm and caring so that children develop a sense of being a respected member of the group. Children behave well because they understand the rules of the setting. Staff supervise children very well and consistently respond to any inappropriate behaviour quietly and calmly. Children are developing an appropriate sense of safety. They understand the safety rules as staff give clear explanations of the possible consequences. Children develop their communication skills through daily discussions and enjoy reading and listening to story books, such as 'The Gruffalo'. They use the good outdoor area regularly, although this is dependent on the weather. Children explore the world around them by using prisms to look through. They enjoy touching and talking about caterpillars they find in the garden area and have access to painting and role play to develop their imaginations and explore their creativity.

Children learn about healthy lifestyles. They understand the importance of washing their hands after using the toilet. They enjoy the social experience at meal and snack times where they sit at tables to eat and demonstrate good table manners. Relationships between all children are good and they confidently access the activities which they find exciting and enjoyable. Children have free choice and staff respond well to their requests. Staff ensure that children's favourite toys and activities are well represented in the choices available. For instance, they know some children enjoy activities involving animals and set out a vet's surgery for imaginative play and books with animal themes in the comfortable reading area. Children listen to staff, readily line up at the door before going outside and respect the rules of the group. This helps children to develop the necessary personal and social skills to support their future economic well-being.

Staff have an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. They observe children's individual learning and record their development in profile folders. However, this system provides an incomplete picture as it does not use available information from parents, school or nursery. Some opportunities are missed to highlight and help children fully develop their skills and knowledge in the six areas of learning. Staff plan activities which include all six areas of learning and children are developing satisfactorily from the opportunities provided.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
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	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- maintain a record of any medicinal product administered to a child for whom the later years provision is provided, including: the date and circumstances of its administration, by whom it was administered and a record of consent. (Records to be kept) 04/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Records to be kept) 04/10/2010