

# Chill Out Time Childcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY286130
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Janet Fairhurst

<b>Setting address</b>	Sacred Heart Primary School, Convent Road, NWCASTLE UPON TYNE, Tyne and Wear, NE4 9XZ
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<b>Type of setting</b>	Childcare - Non-Domestic

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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 2004. It is based in Fenham Children's Centre on the grounds of Sacred Heart Primary School, Newcastle upon Tyne. The group has use of two adjoining rooms. There is also an enclosed outdoor play area as well as adventure playground which can be used. The group serves children from the Sacred Heart Primary School and operates from 8am to 9am and from 3.15pm to 5.50pm. The group do not operate during the school holidays at this setting but instead children attend a nearby out of school club that is run by the same company and operate from 8am to 5.50pm. The group also provide creche provision when required.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 37 children may attend the setting at any one time. There are currently 17 children on roll, of whom four are in the early years age group. No children in the early years age group were present on the day of inspection.

There are four members of staff employed to work with the children all of whom hold relevant childcare qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Chill Out Childcare meets children's needs well. It is inclusive so that all children are well cared for and make good progress. Partnerships with parents and the school are good and information is shared effectively. Self-evaluation is effective and gives an accurate picture of the setting's strengths and areas for development. As a result there is good capacity for improvement.

## **What steps need to be taken to improve provision further?**

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

- take advantage of all opportunities to further promote children's self-help and independence skills, for example by encouraging them to serve themselves during snack time.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is promoted well because staff have a good understanding of safeguarding issues, recognising the signs and symptoms of abuse and the procedures to follow should they have any concerns. Comprehensive written policies, procedures and documentation are implemented effectively to ensure

children's welfare is safeguarded and promoted. Staff regularly carry out risk assessments to minimise danger and children benefit from the safety rules put in place by staff. There are robust collection procedures in place, which are known and understood by parents and carers. Effective induction, recruitment and selection procedures are in place to make sure that staff are appropriately vetted and their suitability assessed. Staff are suitably qualified and work well as a team to ensure the needs of the children are met. Documentation is well organised, made available for inspection and updated regularly to ensure the safe and efficient management of the provision. The environment is well organised with different areas, allowing the children to play and relax in comfort. A broad range of activities are planned and resources are effectively deployed, allowing children to make their own choices and decisions about their play and learning.

Good links exist with parents. They receive good quality information about the setting, which includes safeguarding and complaints, to ensure they are aware of the staff's professional responsibility. Information about the children's progress, interests and achievements is regularly exchanged with them through sharing children's learning journals, discussions and regular newsletters. Parents inform the manager of the club's strengths through the positive comments noted in parental questionnaires. There are very good relationships with other early years providers within the Children's Centre and in particular with the host school. Staff use the written information from the reception class teacher to extend and support children's learning through a well-organised and coordinated system.

The management team has various systems in place to self-evaluate the provision. The views of staff are considered and they have identified some areas for development well. For example, the manager is currently hoping to acquire equipment to support children's learning in information and communication technology. Staff encourage and value the views of children and parents and this feeds into the self-evaluation process.

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

The environment is relaxing and homely for all children who attend. Staff put careful thought into the organisation of the sessions and involve children fully in the planning and choice of activities. Staff have good systems in place to monitor the progress and development of the children in the early years age range. This is achieved as the children are observed and assessed as they play. The information gained from the observation is used effectively to support them in assessing the progress which children are making towards the early learning goals. Staff also use a tracking system which is used to identify any gaps in children learning so this can be addressed within the planning and additional support provided if necessary.

The staff team demonstrate their good knowledge of the early Years Foundation Stage framework as they consider activities that will promote children's development, for example, opportunities for counting and ordering numbers, for developing the skills needed for controlling a pencil and other early writing skills. Evidence suggests that the children particularly enjoy making up their own games,

dressing up and building dens which helps them to develop their imagination. Planning shows that the children learn about different cultures and traditions, and talk about some special events. For example, at Chinese New Year they drew pictures of dragons and created a dragon using a play tunnel. Children's awareness of the world around them is promoted well. For example, children select the 'hello' of the day which is an opportunity for them to greet people using the language of that country. The atmosphere is very calm so that children can concentrate on activities for a considerable time, and persevere with puzzles and construction tasks. Creative materials are extremely popular and photographs show that children especially enjoy sitting together in small groups, participating in themed activities, such as making pumpkins from balloons and papier-mache. From the discussions held with staff they describe how children's life skills are enhanced as they participate in baking activities, such as making biscuits and decorating them with icing.

Evidence shows that children are confident in carrying out the daily routines, interested and motivated by the staff who allow them to make choices. They learn to become independent because they have opportunities to take responsibility, such as helping to tidy toys away at the end of sessions. This contributes well to the smooth running of the club. However, occasionally opportunities to develop this further are missed. For instance, children serving their own snack. Staff encourage children to make a positive contribution to the setting. For example, children have negotiated their own rules, recorded their favourite activities and have provided suggestions for future activities, all of which feed into the planning. Children are also asked to make their own contribution to the newsletter that is sent out to parents.

The staff have ensured the setting provides a safe and secure environment through minimising risks and encouraging children to become aware of their own personal safety and that of others in the club through basic rules. Written fire procedures are in place, and regular fire drills ensure that children are proficient in emergency evacuation procedures. Good hygiene procedures are followed and children understand the need for regular hand washing before eating and after engaging in messy activities. Children learn about the importance of leading a healthy lifestyle because they are offered nutritious snacks and plenty of drinks. From the observations made it would appear that children make new friends and play together cooperatively in a mutually supportive way.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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