

# Chill Out of School - Ellingham

Inspection report for early years provision

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**Unique reference number**

EY438306

**Inspection date**

21/05/2012

**Inspector**

Teresa Elkington

**Setting address**

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**Type of setting**

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 of school - Ellingham is one of three out of school provisions run by the registered person. It opened in 2011 and operates from a new hall in Ellingham Primary School, in Chessington, Surrey. Children have access to outdoor play areas. The out of school provision offers a breakfast club, and after school club and a holiday playscheme. It is open each weekday from 7.45am to 9.00am and 3.00pm to 6.00pm during term time. The holiday playscheme operates from 8.00am to 6.00pm.

There are currently 20 children aged from four to eight years on roll. Children attend from the local and surrounding community. The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The out of school club employs three members of staff. Of these, two hold an appropriate early years qualification, and one is currently working towards an appropriate early years qualification.

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

Overall the quality of the provision is good.

Children show a strong sense of belonging within the nurturing and relaxed atmosphere. Staff respect and value children's individuality and support their care and overall developmental progress very well. Effective steps are taken to promote children's safety and well-being. Due to the ethos of the setting working constructively and cooperatively with parents and others, partnerships are fostered well. There are systems in place for self-evaluation which demonstrates a positive commitment to continuous improvement, enabling them to plan effectively for the future development of the setting.

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

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

- support children's increasing independence in selecting and carrying out activities by organising resources to enable freedom of choice.

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

Children's welfare is protected due to the setting's effective safeguarding procedures. Staff have a secure understanding of their role and responsibilities in protecting children and know the procedures to follow if they were concerned

about a child. A robust recruitment, induction and vetting process is in place, to check the suitability of adults having contact with the children. Staff are committed to promoting children's safety at all times. They carry out comprehensive risk assessments, enabling them to effectively identify any hazards, which may compromise the continued safety of the children. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Priority is placed on children's good health and well-being which is well supported by the staff team being fully aware of the relevant procedures. For example, well-maintained records are kept of all accidental injury within the setting.

The use of reflective practice by the owner and the staff team enables the setting to effectively prioritise well-targeted plans for future improvement. The input from parents and children is valued, through the use of periodic questionnaires. Staff are well supported in their own professional development. Regular appraisals are carried out for all staff, which provides opportunities to celebrate individual strengths and plan for additional support through access to training programmes. Every staff member is fully aware of the values and principles of playwork. They work well together to provide an environment, which is stimulating and supportive of children's individual interests and desires. Space is organised effectively to allow children to move freely and explore their learning environment. Children benefit from the wealth of good quality resources to support their play experiences. However, these are not organised effectively to enable children to develop their independence fully and choose from the full range of resources.

The setting is fully committed to promoting equality of opportunity and work tirelessly to recognise and embrace children's individual needs. Diversity is fully promoted, as all children are fully included and involved. People's differences are respected, such as disability, ethnicity, gender and culture. Children's awareness of their wider and immediate world is actively promoted, through the use of resources, and the wide range of activities that children involve themselves in.

Children benefit from the close partnership working that staff have adopted with both their parents and their teachers. This enables staff to effectively support the individual learning and welfare needs of children. Parents have access to a wealth of information through the use of well-placed notice-boards, newsletters and through discussions with key persons. Time is taken to meet with teaching staff within the school, which enables staff to plan positive play experiences in support of current topics being undertaken.

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

Children are enthusiastic and readily lead their play upon arrival at the setting. They play harmoniously together with their friends and staff alike and have a strong sense of belonging. Staff are fully supportive of children's play and act as facilitators in all that they do, providing guidance and one to one support where

needed. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Their progress is monitored through the use of observational records, which provide information for key workers to plan effective play activities in support of individual learning.

Children behave very well. They are kind, considerate and thoughtful towards each other. They willingly share and take turns and build secure friendship bonds. Children's developing awareness of taking responsibility for their own safety is actively encouraged through their daily routines. For example, as they take part in regular emergency evacuation drills, and put resources away after use, to prevent play areas becoming overly cluttered thus preventing hazards to themselves or others. They show care as they use a range of small tools for example, as they cut bread and fruit with knives.

Children's health and well-being are very well fostered. They enjoy regular outside play within the safe and secure school playground, which is supported through a range of physical play equipment. Children take responsibility in securing their own health and well-being as they spontaneously wash hands in readiness for snack times. Snack times are a social occasion, where they enjoy the company of others around the table. They independently select from a range of healthy and nutritious food options, which are reflective of their individual dietary requirements.

Children's developing skills are effectively supported through the ethos of play and learning through first hand experiences. Investigation skills are supported through the use of a range of scientific resources, which inspires children's use and extend their skills of exploration. For example, as they predict which piece of bread will turn mouldy first when placed into polythene bags, which are then left in cold and warm areas within the setting for a few days. Children's recording skills are promoted, as they write down the predictions of others when undertaking their experiment. They spend sustained periods of time at their chosen activities. For example, they sit and draw using a range of writing materials. Mathematical concepts are well fostered as children enjoy playing a range of games and piece together jigsaw puzzles. Children's understanding of technology is promoted through the provision of computers and electronic games. Children delight in using their imaginations, which inspires them to act out familiar and make believe scenarios. For example, as they play with the doll's house furniture and play with the dinosaurs. Overall, children flourish in an environment where they are free to learn, explore, experiment and have fun within a stimulating and child-centred setting.

## 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

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

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