

Chill Out Time Childcare

Stocksfield Avenue Primary School, St. Cuthberts Road, NEWCASTLE UPON TYNE, Tyne and Wear, NE5 2DQ

Inspection date	02/05/2013
Previous inspection date	04/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop warm relationships with staff; they are happy to be picked up from school and enjoy engaging in activities with adults and older children when they arrive at the out of school club.
- Children develop communication and thinking skills as staff make generally good use of questions and comments as they play.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.

It is not yet good because

- Emergency evacuation procedures have not been sufficiently reviewed and are not always implemented effectively. As a result, children's safety is not fully supported.
- Self-evaluation is not rigorously implemented and this has an impact on how well staff drive forward improvements in the out of school club.
- Children's learning is not always effectively promoted in the outdoor area as activities and opportunities provided do not always reflect the needs and interests of all ages of children. Indoors, access to resources hinders opportunities for children to make independent choices.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector accompanied staff when children were collected from Stocksfield Avenue Primary School.
- The inspector observed children's activities in the main out of school club room and the outdoor playground.
- The inspector held a meeting with the manager and discussed a sample of policies and procedures.

Inspector

Nicola Jones

Full Report

Information about the setting

Chill Out Time Childcare out of school club was registered in 2004. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Stocksfield Avenue Primary School in the Fenham area of Newcastle Upon Tyne. It is managed by an individual. Children attend from the host school only. Children have access to the school playground for outdoor play.

The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens Monday to Friday term time only. Sessions are from 8am until 9am and 3.15pm until 5.50pm. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure emergency evacuation procedures are fully reviewed and implemented effectively so that children are protected in the event of an emergency.

To further improve the quality of the early years provision the provider should:

- implement rigorous and effective systems for self-evaluation that include a clear improvement plan that will drive forward quality and support children's learning and development over time
- enhance the indoor environment to ensure toys and equipment are accessible to encourage all children to make independent choices and broaden their awareness of resource availability
- enhance provision in the outdoor area by: providing a stimulating and well-resourced environment which reflects the needs and interests of all ages of children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of how children learn and use the Statutory Framework for the Early Years Foundation Stage reasonably well to support their practice. Prior to children entering the room, staff place some activities on table tops and on the floor and children choose from the selection available. Staff support children's learning in the indoor environment. Individual interests and requests for specific resources are followed up and staff demonstrate adequate awareness of each child's preferred learning style. Staff sit alongside children on the floor and show an interest in what they are doing, extending their communication and thinking skills well. For example, children are encouraged to talk about and describe different construction pieces they could use when building a train track. Children develop self-confidence when staff recognise their achievements and praise their efforts. They note effort, such as how the child concentrates and shows perseverance, when challenges occur.

Children are provided with suitable activities to enhance their physical skills in the indoor environment. They explore a range of resources when they draw and colour in pictures and effectively hold pencils and felt tip pens to write their name. Children enjoy interacting with older children and engage in imaginative role play using small world equipment, such as castles. They introduce storylines into their play and express themselves effectively, connecting ideas and events well.

Staff assess children's learning on a regular basis. Each child has an individual folder containing observations and examples of their work. This information is linked to the framework and identifies some next steps in learning. Children's progress is tracked using local authority documentation and out of school club staff have suitable knowledge of children's individual strengths and weaknesses. Good partnerships are in place with Stocksfield Avenue Primary School and information is shared to ensure learning in the club complements children's learning at school. For example, staff regularly complete 'Making Connections' documents for each child, based upon information gained from school staff. This ensures that continuity is maintained and children's learning and development and welfare needs are addressed well. Parents are encouraged to access their child's folder and welcome opportunities to discuss their progress with staff and share example of children's learning at home.

The contribution of the early years provision to the well-being of children

Staff collect children from their classroom, make their way through the school building and into the out of school club room. Transitions are well managed and children are supported to ensure they have all their belongings with them. They enjoy the time they spend with staff and older children. They welcome opportunities to talk about what has happened during the school day and share models they have made. Staff provide a warm, welcoming environment for children which enables them to form secure attachments with their key person. They demonstrate how content they are when they sit alongside staff and talk openly about their families and lives outside school. Staff address individual needs reasonably well and offer opportunities, such as quiet spaces for children to draw, to effectively meet their wishes and preferences. Parents demonstrate how satisfied they are with the out of school club by completing questionnaires. They use words, such as

'excellent' and 'very good' to describe the service provided. Staff provide some opportunities for children to develop their independence skills. For example, they pour their own drinks and hand out plates and cups at snack time. However, opportunities to enhance children's independence further are not fully developed. This is because all resources are stored in a large cupboard which is only accessed by staff. Children cannot always see what is available to choose from, to enable them to make independent choices and support their learning.

Children's physical health and well-being are promoted as they are provided with a wide range of healthy foods and snacks, which are freshly prepared each day. Previous recommendations have been addressed regarding access to the kitchen area and children know and comply with the safety arrangements in place. Children enjoy energetic play on a daily basis. The out of school club has access to the large playground within the school grounds, which is secure at all times. However, the outdoor area lacks stimulation. Children have access to a limited range of resources which do not always reflect the needs and interests of all ages present to support their all-round development.

Children behave, generally, well throughout the session. This is because staff are good role models and expectations are made clear to all children. This is reinforced further with posters, made by children, explaining rules and displayed on the wall. There is a calm, harmonious atmosphere in the room. Children are aware of most safety routines and demonstrate this in their play. For example, they recognise the need to walk indoors and place their belongings on pegs before entering the out of school club room.

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

The manager ensures there is a programme of opportunities and experiences that will help children make progress towards the early learning goals. The manager demonstrates satisfactory knowledge of the Statutory Framework for the Early Years Foundation Stage and has updated her knowledge to reflect recent revisions to this documentation. She monitors planning and assessment and there is a, generally, good understanding of circumstances where interventions may be needed. For example, staff work well with school staff and provide additional support if weaknesses arise. Staff are supported reasonably well and receive regular supervision and appraisal with the manager and registered provider of the out of school club. This ensures training needs are met and provides opportunities for staff to discuss any issues, particularly concerning children's development or well-being.

The manager and staff team have an adequate understanding of their responsibility to ensure the out of school club meets the safeguarding and welfare requirements. Effective recruitment and vetting procedures are in place and staff know who to contact should they have a safeguarding concern about a child. There are a comprehensive set of policies and procedures in place which support staff reasonably well in managing the setting. For example, effective use is made of risk assessments, which ensures that all areas accessed by children are safe. However, recommendations from the last inspection have not been

fully addressed. Emergency evacuation procedures have not been sufficiently reviewed and are not always implemented effectively. For example, fire drills are not practised on a regular basis. As a result, children's safety is not fully supported.

The manager has identified areas for development in the out of school club and is committed to seeking further improvement. For example, there are plans to produce a 'catalogue' of resources in the indoor environment and prepare boxes of resources to enhance learning outdoors. The views of staff, parents and children are regularly sought through questionnaires and through discussions and there is some evidence of the beneficial impact on children's learning and welfare in light of information received. For example, foods offered at snack time are often chosen by children. However, recommendations from the previous inspection have not been effectively addressed and current self-evaluation continues to lack rigour. This means that areas for improvement are discussed informally and a clear improvement plan that supports children's achievements over time is not in place.

The manager and staff, generally, work well with staff at Stocksfield Avenue Primary School to meet children's needs. Teachers at the school sign over their children to the out of school club staff and share information regarding children's learning and development and welfare. The manager has a sound knowledge and understanding of partnerships with parents and parents feel safe in the knowledge that their children are well looked after and enjoy their time at the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY292224
Local authority	Newcastle
Inspection number	820094
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	7
Name of provider	Naomi Jane Harling
Date of previous inspection	04/10/2010
Telephone number	07985 626 543 or 07932 701 014

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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