

The Chill Zone Limited

Avondale County School, Durham Road, DARWEN, Lancashire, BB3 1NN

Inspection date

Previous inspection date

11/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Good relationships between staff and children result in children being motivated, enthusiastic and eager to take part in the good quality activities and challenges provided.
- Children contribute to the planning and therefore play a part in their own learning. Consequently, children are very secure, happy and settled.
- The management team demonstrate a strong commitment to the continuous improvement of the setting to improve outcomes for children.
- Parents are happy with the care their children receive and feel welcomed into the setting. They feel confident to approach staff and discuss their child's care with them to provide a consistent approach to their child's care and learning.

It is not yet outstanding because

- The range of resources for children is not always planned carefully enough to allow children to explore their play with natural and more sensory resources.
- Although children enjoy their time at the setting, there is not a consistent opportunity for children to rest and relax, as they wish to, after a day at school.

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 observed activities in the hall and viewed activities and resources.
- The inspector held meetings with joint providers of the provision and members of staff.
- The inspector looked at children's records and a range of policies.

Inspector

Janet Singleton

Full Report

Information about the setting

The Chill Zone Limited is a registered company and is managed by the joint providers. It registered in 2013 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting operates from the main hall and has occasional use of three classrooms and the gymnasium within Avondale Primary School in Darwen, Lancashire. It is accessible to all children and there is an enclosed area available for outdoor play.

The setting operates an after school club, opening Monday to Friday from 3.15pm until 6pm. The holiday club operates during school holidays, apart from Christmas, from 8am until 6pm. There are 54 children on roll, of whom eight are in the early years age range. There are five members of staff employed to work with the children. Of these, two hold an appropriate early years qualification at level 3, and two hold level 2. One member of staff is an unqualified volunteer. All staff have previous experience in working with young children. There are bank staff available to cover if needed.

What the setting needs to do to improve further

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

- make better use of more sensory and natural resources so that children can further their sensory and exploratory play
- enhance children's ability to rest and relax as they wish, by reviewing the environment to provide a cosy, relaxing area so that children can make their own choice to do so.

Inspection judgements

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

Children take part in a range of interesting and exciting activities which help them to make good progress across all areas of learning. Staff have a good understanding of the Early Years Foundation Stage, which enables them to plan to meet and complement the care and learning of children which is taking place in school. Children enter the setting happily and demonstrate a strong sense of ownership as they talk about their club, readily finding something to do, for example, team games and creative activities. Staff engage children in discussion about their day at school, which builds their self-esteem and social skills. They make friends and enjoy playing cooperatively together, taking turns and sharing

resources, for example, when engaging in the role play and dressing up. Resources are mostly well organised, although there is scope to make better use of the more natural and sensory resources to support children's sensory explorations further. Children are provided with good opportunities to go outdoors and play games, run freely and create their own play. They can use large equipment, for example, the climbing apparatus, to promote their physical skills.

Staff gain good information from parents and have close links with the school to provide a full picture of what children can do and what they are interested in when starting at the setting. This means a consistent approach to their learning is taken. Staff plan for children's enjoyment and learning when making 'hedgehogs' for the autumn display. They decide how to make the spikes using their hands, and where to put the eyes and nose. This stimulates conversation about where hedgehogs live and what they look like. Children are supported by staff, who use a range of good questions to stimulate their natural curiosity. They ask questions about what and who, to make children think. Staff provide opportunities for children to use their imagination, for example, dressing up. This results in children creating their own stories as they take their doll to the fair, engaging in make-believe play as they act out the roles of well-known fairy characters. They chatter to each other as they express themselves and develop their own stories, and use explanations as they create a journey across the setting to take them to the fair.

Children show good levels of confidence in their play and confidently speak with visitors to the setting. They ask appropriate questions and listen to each other as they talk about events from school or during their summer holidays. Children excitedly explain to the visitor they have had six weeks holiday and about their trip to London, demonstrating their ability to recall past events. Staff seek the views of children and use the good observation and tracking process to determine their interests in order to plan for children to extend their own play. This information is used well by the staff to promote children's overall learning and encourage continued progression across all areas of learning, to ensure they are prepared for the next stage in their learning.

Children learn about and are involved in celebrating cultural events as they gain a positive view of society and the community they live in. Relationships with parents and other agencies, for example, the school, are robust and established. Parents are very complimentary about the club and express their views regarding their children enjoying themselves and learning through play. Parents are asked for their thoughts on their child's development, and good relationships are in place. They can access their child's development programme and can contribute to their progress.

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

Staff build good relationships with children and use praise and encouragement consistently to support them in managing their behaviour. Additionally, their self-esteem is nurtured and their confidence is increased. Children's relationship with their key person is strong, and this contributes to them feeling happy and secure during their time at the club. Children show a strong sense of belonging and talk about the setting as being their club. Children's opinions are sought and are used to plan activities that engage and interest

them. Consequently, children feel valued, which engages their feelings of involvement within the club.

Children learn to share and take turns as they create easygoing relationships with each other. They understand the behavioural expectations and consistently demonstrate good levels of behaviour. Staff work closely with the school and with parents to ensure a consistent approach to managing children's behaviour is maintained. The promotion of independence is a strength of this setting, with children displaying high levels of competence with regard to their personal care and choice of activities. The learning environment is mostly well planned, with children able to choose from the resources available to them. That said, there is scope to improve the planning for a cosy area, to invite and entice children to use it should they wish to relax or rest after a day in school.

Children contribute to their own safety as they complete risk assessments to build their knowledge and demonstrate their understanding of risk. They learn about good foods and are asked for their contribution to the menus. They sit together at snack time, engaging in a social occasion as they enjoy a hot tea, with drinks of water or juice. Staff discuss dietary needs with parents and ensure children's needs are met. Mealtimes are happy, social occasions in which children chat about their day. Staff know the children well and demonstrate a secure knowledge of their needs and interests. Additionally, a close working relationship with parents and other professionals ensures all medical needs are known and met. Accident reporting is secure and this information is shared with parents. Children enjoy their time as they learn to mix and socialise ready for the next stage of their learning and their transition to other settings or classes within the school.

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

Since registration, the providers have developed the setting by building on their previous experience in childcare. Through staff procedures, for example, induction, appraisal and day-to-day monitoring of practice, staff are fully aware of their roles and responsibilities with regard to the requirements of the Statutory framework for the Early Years Foundation Stage. Additionally, the manager is able to monitor staff performance and plan for training to address staff's ongoing professional development. This has a positive effect on the service. Managers ensure staff have a secure and robust understanding of protecting children and know what to do should they be concerned. Robust supporting policies and procedures are in place and include the telephone number of whom to contact. The manager and staff team ensure the Early Years Foundation Stage is provided for those children in the early years age group and are committed to providing good quality care. Through linking with the school reception class, they are complementing and enhancing what is taking place in school. The monitoring of children's learning, by using the observation, assessment and tracking of children's progress, means children are provided with a good range of stimulating and challenging activities and opportunities matched to their interest and learning needs.

All safeguarding and welfare requirements are met, and staff demonstrate a comprehensive understanding of safeguarding children. Staff are well deployed, which

ensures that children are kept safe and supervised at all times. All documentation is in place, including written risk assessments, to ensure the premises are always safe for children. Children are collected from their classroom and walked to the hall to ensure all are accounted for and they are safely escorted into the club. Children and parents all contribute to the evaluation as they complete questionnaires regarding their child's experiences at the club. This information is used to set targets for improvement. Partnerships with parents are good, and discussions with parents show a strong sense of satisfaction with the club. Their feedback is sought regarding their children's progress in order to work on future areas for development. The club has formed a strong relationship with the school, where a consistent approach to children's learning is undertaken. This has a positive impact on children, as practice is good.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461156
Local authority	Blackburn
Inspection number	911526
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	54
Name of provider	The Chill Zone Limited
Date of previous inspection	not applicable
Telephone number	01254 703 449

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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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