

Chillout Kids Club

Fawbert & Barnards (Undl) Primary School, London Road, HARLOW, Essex, CM17 0DA

Inspection date	17/09/2013
Previous inspection date	12/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children enjoy the varied range of activities and experiences on offer to them in the club.
- The friendly and enthusiastic interactions between staff and children help them form secure attachments quickly and children demonstrate they feel safe and confident in the care of staff.
- 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.
- Effective partnerships with parents help to support children's welfare and learning.

It is not yet outstanding because

- There is scope to further extend on partnership working with other providers to obtain a fuller picture of children's next steps, especially where the child attends the other setting for most of their Early Years Foundation Stage provision.

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 main hall.
- The inspector checked a range of documentation, including those relating to safeguarding.
- The inspector had discussions with the staff and manager.
- The inspector gathered the views from parents available to speak to her.

Inspector

Clair Stockings

Full Report

Information about the setting

Chillout Kids Club registered in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school hall of Fawbert and Barnards Primary School in Harlow, Essex. There is a secure outside area for play. The club serves the local and wider area and is accessible to all children.

The club employs five members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and two hold a qualification at level 2.

The club opens Monday to Friday, term time only. Sessions are from 3pm until 6pm and children attend for a variety of sessions. There are currently four children attending who are in the early years age group. The club also cares for children aged from five to 11-years-old.

What the setting needs to do to improve further

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

- improve links with other early years providers to better share information and complement learning in other settings where children spend more time.

Inspection judgements

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

Children are happy and enjoy coming to the club and taking part in the activities available after a busy school day. Staff have good knowledge of the learning and development requirements and use this well to provide a wide range of interesting experiences on a daily basis. Children make independent choices as they enjoy choosing from a wide range of resources and have regular access to the outdoor area. They demonstrate a positive approach to learning supported by the cheerful interactions of the staff caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play, displaying emerging levels of independence and self-confidence. Children quickly find an activity and chat with their friends. They choose resources and activities and initiate their own play. Therefore, the club complements the children's structured day in school.

Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time after school. Staff place the emphasis on learning

through play, having fun and building positive relationships. They gather some initial information from parents about children that include details about activities they like participating in, which help staff to establish children's interests. Staff make effective use of observations to identify children's next steps in all required areas of learning. Planning is flexible and influenced by the children's choices, ideas and play preferences. Parents have opportunities to be involved in their children's learning and development through daily conversations with their child's key person as they drop off or collect their children.

Animated conversation between staff and children throughout the session successfully enhances their language development. Young children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and staff about activities they have enjoyed at school and about significant events in their lives, for example, recent birthday celebrations. Staff spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, staff promote children's mathematical understanding when playing a board game as they encourage children to count the number of squares they must move their counter. Younger children enjoy exploring different toys and playing with older children to improve their social skills. Children are able to relax in the book area where they take part in conversation with the staff and their peers or spend time looking at books. These activities support children's communication skills. Literacy skills are encouraged with access to a broad range of resources for writing and drawing. Children express their creativity as they choose to spend time at the craft table where they design and create their own collage. They have regular opportunities to use the range of gym equipment and play outdoors. This allows children to 'let off steam' after a structured day.

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

Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. Younger children are growing in confidence in this warm and welcoming environment. The deployment of the staff and the effective key person system promotes children's sense of security and belonging. They take an active part, making choices about their play and helping to tidy away resources at the end of the session. Staff gather relevant information from parents when children first start. There is some daily verbal exchange of information between the parents and member of staff responsible for their child. This promotes the continuity of care for children.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. There are good opportunities for children to become active and learn about the importance of exercise. For example, children have access the school's outdoor area and equipment and they take part in indoor activities in the hall when it becomes too dark or too wet to play outdoors. They enjoy sociable mealtimes and choose and enjoy eating freshly prepared food, which promotes healthy eating. Staff encourage children to be independent by serving themselves at snack time. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet.

Staff use consistently applied strategies and provide clear guidance, therefore, children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. Older children support the new and younger children well, helping them to settle, have fun and build strong relationships quickly. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. All toys and play equipment are maintained by staff who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. As a result, children enjoy a pleasant environment, which supports their well-being and enjoyment of all activities. They learn to keep themselves safe through practical daily routines and staff guidance. This results in children enjoying their experiences in the club and learning skills that support their learning at school.

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

The provider has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, a clear staff induction supports their developing knowledge of the setting's policies and procedures. A number of staff hold current paediatric first aid certificates so that they can attend to a child in the event of an accident. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The established staff team provide a warm and friendly environment for children to learn through play. Their main aim is to ensure children at the club have good opportunities to relax and have fun after a busy day at school. However, they understand their responsibilities in meeting the learning and development requirements for children. They have devised effective systems to observe, assess and monitor each child's progress to make sure that all children are achieving well and appropriate intervention is sought if necessary. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective learning outcomes for children.

Good relationships exist with parents. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff adapt to children's routines and say their children love to come to the group. Partnership with the host school is well established and contributes strongly to children's continuity of care and learning. However, there is scope to improve partnership working with other providers to enable children to benefit from continuity in their experiences.

The manager and staff team demonstrate a commitment to the continual development of

the whole provision and are beginning to identify accurately key strengths and weaknesses in order to bring about sustained improvement of the provision for children. Actions from the previous inspection, for example, the provision of a wider range of resources to support children's play, have been met. The manager is motivated to enhance practice through gathering the views of staff, children and parents in order to identify areas for further improvement.

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	EY362853
Local authority	Essex
Inspection number	925489
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	80
Name of provider	Tracey May Watkins
Date of previous inspection	12/02/2013
Telephone number	07759882887

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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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