

# Chill Out - Auriol

Auriol Junior School, Vale Road, Epsom, KT19 0PJ

## Inspection date

Previous inspection date

19/03/2014

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

- The manager and staff have a good understanding of how to support children's leisure time with engaging activities which suit children's interests.
- Children can be very independent; choosing what to play, when to eat and when to rest.
- Staff create a calm and purposeful atmosphere, and they are firm, clear and positive about their expectations, which supports children to behave well.
- Children benefit from a well-qualified and experienced staff team who create a safe environment.

### It is not yet outstanding because

- There is insufficient messy play available, which hampers children's ability to engage in activities to support their development in expressive arts and design.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children at play.
- The inspector and manager carried out a joint observation.
- The inspector sampled a range of documentation.
- The inspector gathered the views of parents.

## Inspector

Susan McCourt

## Full report

### Information about the setting

Chill Out - Auriol was registered in 2013 and is one of five privately owned out-of-school care provisions. It operates from two lodges, which are located in the grounds of Auriol Junior School in Stoneleigh, near Epsom, Surrey. Children have access to the school playground, playing field and other outdoor areas. The club is open Monday to Friday from 7.45am to 8.55am and 3pm to 6pm, term-time only. It also offers all-day care during school inset days and on holiday playschemes during school holidays. The club is registered on the Early Years Register and the compulsory part of the Childcare Register. It supports children with special educational needs and/or disabilities and those who learn English as an additional language. There are currently 60 children on roll, five of whom are in the early years age range. There are currently six members of staff, five of whom hold appropriate qualifications.

### What the setting needs to do to improve further

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

- enhance the provision for expressive arts and design by providing more messy play.

### Inspection judgements

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

Staff have a good understanding of how to support and complement children's development in the Early Years Foundation Stage. They provide a broad range of activities that cover all areas of learning with an emphasis on play and enjoyment. Children engage in purposeful play and can be independent, choosing what to play from a wide range of resources. Staff know the children very well and work closely with the school to support children's leisure time and follow their interests.

Staff have good play and teaching skills. They understand that children may like to engage in boisterous play, or relax and engage in open-ended play after their time in school. Staff make sure that there are games and activities which cover all areas of learning so that children have a good choice of activities from the moment they arrive. Staff facilitate children's ideas by making suggestions about what they might like to do, and helping them find the resources they need. Staff also provide a booklet of further resources so that children can look through and choose other items that may be stored in the club's neighbouring lodge. For example, children play with a fort which has figures inside, but they also add animals, and staff help children find the flags and other items they need for their ideas. Children independently move to other activities as they see their friends doing things and want to join in. Staff support this by creating spaces and making sure they have what they need. Children role play in small groups to have a tea party, taking care to

arrange the table how they want it and lay out all the cups and saucers. Children also take part in open-ended drawing activities using a wide choice of pencils and felt tip pens to create their own designs. They chat together about the animals they are drawing and staff join in, talking about spiders and snakes. This extends into a conversation about what people are afraid of, and they have fun talking about their experiences. In this way, staff skilfully engage children in conversation which supports children's communication and social skills. Children enjoy physical play and take footballs outside to the nearby court. Children also enjoy using the play equipment in the school playground which helps them to 'let off steam' safely.

Staff work with parents to gather essential information before the child starts in the club. The key person also sits with the child to complete an 'all about me' scrap book which helps children to engage in play, describe themselves and begin to bond with staff. Staff then use this knowledge of the child's interests and abilities to organise games and activities which they know will appeal. Staff know what themes and topics are being followed in school and meet with teachers to share information about the child's development. This helps staff to provide complementary activities, or support children to do homework in a relaxed atmosphere. Parents receive information about what the child is doing at the club and work together with staff to support children's consistent care. This builds a good partnership between staff and parents.

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

Staff are effective key persons for children. The manager acts as key person for the early years children and gets to know them well using information from parents, teachers and the child themselves. Key information is shared with all staff, so all can meet the child's individual needs, and the child can form a close bond with whomever they choose. Children gain a good sense of belonging and ownership because they help choose the activities, get involved in the routines of the club and know how staff appreciate their ideas and personalities. This helps them to feel very much at home. Staff have created a good learning environment where children can independently choose what to do. The routine supports children's independence as they can decide when to stop for a snack, when to rest and when to play. Resources are of a consistently good quality and there is wide range to choose from. For example, children can play with pasta pieces, stones and oats in sensory play. However, there are insufficient facilities for messy play, such as painting and sticking, which limits children's ability to engage in that aspect of the expressive arts and design curriculum.

Children have good opportunities to learn about healthy lifestyles. They help to decide what to include on the menu and choose healthy food such as fruit, vegetables and salad items. They help to prepare food and this encourages them to try different things and broadens their interest in food. Staff are aware of children's allergies and dietary preferences and work with parents to provide food that supports children's good health. For example, they have recently widened the vegetarian options available. Children know that they must not share food from their packed lunches as other children may be allergic. Children know that they must wash their hands before eating and after using the toilet.

They help to wipe tables in preparation for breakfast and tea. This demonstrates their good understanding of how to minimise the potential for cross-infection. Children's physical development is well-fostered as children can play in the fresh air using playground facilities on a regular basis. Staff are skilled at helping children to manage risks, such as choosing particular trees on school grounds with low branches which children can climb safely. Children also enjoy building dens using a variety of equipment.

Children are well-behaved. Staff are firm and clear about their expectations so children know how to behave and respond well if staff intervene. They play cooperatively and understand how to take turns. Staff and children have created a 'tree of honour', display where staff write notes of what children have achieved. Staff also give praise and recognition to children verbally. Children have a good sense of responsibility and help to tidy and prepare their play areas. If children are displaying challenging behaviour, staff work with teachers and parents to devise shared strategies to support the child. This helps to bring about change as it provides a consistent framework. Overall, children acquire the skills they need in future learning.

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

The manager and staff have a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability as part of the rigorous recruitment procedures. If staff start work before all checks are through, they never have unsupervised care of children. The manager has clear safeguarding policies and procedures in place and all staff have copies of them. Staff demonstrate a good understanding of what to record and report should they have concerns about the welfare of a child. They undertake specific training in child protection. Staff are vigilant to maintain children's safety by maintaining staff to child ratios and ensuring children are signed in and out accurately. Staff have specific procedures for meeting and escorting children from their school to the club, such as ensuring that children wear high-visibility jackets. All documentation is maintained accurately, such as accident and incident records. The manager reviews these records as part of the risk assessment, to minimise any hazards to children.

Most staff are qualified for their role and have additional training to support their ongoing professional development. The manager works alongside staff in all aspects of the work, and therefore knows their skills and abilities very well. She acts as a mentor and support to the staff team. The staff team meet regularly to discuss plans and share strategies for particular children, where required. They have a clear, shared ethos to support children's independence and foster their sense of responsibility. The manager monitors the provision and consults with staff, parents and children to identify areas for improvement. The manager acts on their ideas, such as involving children in devising the menu, and taking parents' ideas for meals. Staff contribute ideas from the courses they attend such as interesting activities and themed projects. The staff team have also recently started a quality assurance scheme with the local authority to help identify and improve on their strengths. This means that the club is making continuous improvements for the benefit of

children.

Parents value the club as they comment on how well their children enjoy the activities on offer and the chance to be with friends before and after school. Parents receive information from staff about how the child's day was, in school as well as in the club. Staff have strong partnerships with the school and liaise closely to meet any additional needs a child may have. This supports the consistent and coherent care of children.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY467173
<b>Local authority</b>	Surrey
<b>Inspection number</b>	933174
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Chill Out Of School Company Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07939314471

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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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