

Chill Out Time @ Grange First School

Grange First School, Norham Road, NEWCASTLE UPON TYNE, NE3 2NP

Inspection date	10/10/2014
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 staff have a good regard for the learning and development requirements of the Early Years Foundation Stage. They use children's interests and information gained from other professionals to plan activities which complement children's learning.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- Staff have a good understanding of how to keep children safe. Policies are in place and risk assessments are conducted which ensure potential risks to children are identified and made safe. Staff have a good knowledge of child protection and understand their roles and responsibilities to safeguard children's welfare.
- The views of the parents and the children are important. The club has devised questionnaires to gain their views, comments and suggestions. These are then used to evaluate and plan for the future of the club.

It is not yet outstanding because

- Staff have not fully considered every opportunity to help maximise the choices children have about their play, and how they access the full range of toys and resources available.

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 throughout the club and accompanied staff to collect the children from school.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the club's leader, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and from the club's parental questionnaires.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the clubs leader.

Inspector

Janet Fairhurst

Full report

Information about the setting

Chill Out Time @ Grange First School was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in a community centre in the grounds of Grange First School in Newcastle, and is one of five settings owned and managed by a private provider. It operates from a main playroom with adjacent kitchen and toilet areas. The club also has a secure outdoor play area and use of the school playing field. The club employs three staff; of whom one holds a qualification at level 6, one holds a qualification at level 5, and one holds a qualification at level 3. Sessions run from 7.45am to 9am and from 3pm to 6pm, Monday to Friday, term time only. There are currently 35 children attending. Of these, two are in the early years age group.

What the setting needs to do to improve further

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

- review and reflect on how activities and resources are stored in order to offer children even more opportunities for independent choices about their 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 engage children and capture their interests. They appreciate that the children have spent most of the day in school and are mindful of providing activities and opportunities that the children find enjoyable and encourage them to learn through play, with the emphasis on having fun. Staff make observations of children's learning, noting any special achievements, with photographs and samples of work as supporting evidence. They also value and welcome children's suggestions for activities and include these ideas in the planning. Staff have close links with the teachers from the host school. This enables them to have a clear view of each child's level of development. Staff then plan and provide varied activities and experiences to complement their learning and development. Consequently, play is purposeful and children achieve well. Staff value parents' knowledge about their children and the information they provide. They effectively share information with parents around children's development and encourage them to share children's current interests and learning from home. This cohesive approach helps staff to plan future activities to meet the learning needs and interests of the children.

Children clearly enjoy themselves and have fun playing in this warm, welcoming, learning environment. Teaching is good, and this combined with the wide range of activities help children to make progress and supports them well as they move forward in their learning at school. Staff support children's communication and language skills well. This is because

they are genuinely interested in what children have to say. For example, they listen intently as children eagerly share their experiences and their stories about their interests or things they have done during the school day. This also supports children's recall and language for thinking and makes them feel special and valued. Children have access to a range of fiction and non-fiction books, which supports and enhances their emerging reading skills. Staff give children every opportunity to practise their writing skills. For example, children draw pictures to help decorate a wall display. They use paints, crayons, felt tips pens and chalks. Staff support these activities well, while at the same time allowing children the freedom to manage their own skills and follow their own ideas.

Children's numeracy and problem solving skills are fostered through puzzles, fun games and in practical ways during play and routines. For example, a group of children work together to build a train track, deciding what they need to construct a bridge and how many curved pieces they need to ensure the track is complete. Children confidently demonstrate their counting skills as they count out how many trains each of them have. As a result, children's mathematical skills are successfully promoted. Staff give high priority to children's specific interests. For example, following on from a discussion with children about their favourite music a member of staff took the trouble to download some of the specific tracks. This resulted in great excitement, as soon as the music started all of the children got up to dance and sing along. Children's physical development is well promoted and encouraged through daily opportunities for outdoor play. They have their own enclosed play area where they can ride scooters, play with bats and balls and dig in the sand. Children also enjoy plenty of opportunities to use the school playing field where they can become involved in team games, whenever the weather allows.

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

New children and their parents are given opportunities to visit the club and stay for short periods to help build familiarity and confidence. Staff use this time to get to know the children and their parents well. For example, parents are encouraged to share information about their child to ensure staff have a good understanding of their individual needs and parents' preferences. This positive practice enables children to feel safe and secure and as a result, they form trusting relationships with their peers and the staff team. There is an effective key-person system in place to ensure children's specific care needs are continually met. In addition, key persons liaise successfully with the class teacher so they are able to work together to promote children's learning and development. Staff ensure that the room is set out with an assortment of resources, which are readily available as children arrive at the club. This helps to create a welcoming and stimulating environment. Staff regularly rotate the toys and resources and add to and change the selection of activities. However, occasionally children have to wait for staff to provide them with additional resources which are stored in cupboards and are out of reach. This sometimes means that children are unable to constant use their well-developed self-help skills.

Staff involve children in developing the 'rules of the club'. This means that all children can take ownership of them and are supported in understanding boundaries and consequences of their actions. Children play well independently and with their peers and show respect as they share and take turns. They enjoy mixing with children of different

ages. This helps children to form other friendships, develop their social skills well and to increase their confidence. As a result, children continue to be emotionally equipped to make good progress at school. Throughout the session children are well behaved, confident and develop positive self-esteem because staff give regular praise, encouragement and support. Children learn respect for each other's differing abilities, attitudes and backgrounds, for example, through discussions and activities focussing on the wider world.

Children's welfare is promoted well. This is because staff are well informed about each child's care, health, dietary needs, and obtain clear agreements from parents regarding their children's health and safety. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. For example, children relish being outside where they enjoy a variety of activities and expend their energy after being in the classroom all day. Children understand the importance and follow good hygiene practices. For example, they all wash their hands prior to mealtimes. Children learn to make their own choices by deciding what to eat from a range of healthy food. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as, road safety and stranger danger. Children demonstrate that they know how to play safely and make intelligent and thoughtful suggestions about what action they must take during a fire evacuation drill.

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

Children are safeguarded well. This is because staff have a good understanding of the safeguarding and welfare requirements. Staff have attended safeguarding training and have a thorough understanding of their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Effective induction procedures help new staff to fully understand their roles and responsibilities. Routine safety checks contribute significantly to children's safety and well-being. Staff are extremely vigilant and supervise children well as they move between the indoors and outdoors. Furthermore, they rigorously follow procedures for the collection of children to ensure that children's safety is assured.

The leader monitors the educational programme and works as part of the staff team to share the planning of activities and ensure that children have access to a range of resources to cover all areas of learning. All staff share the responsibility of evaluating the activities, which helps them to understand what works and what needs improvement to meet children's individual needs. Staff performance is monitored through observations and regular supervision, which include the identification of their training needs. The leader also monitors staff performance on a regular daily basis while she works alongside them, which results in any concerns about their performance being picked up quickly and effectively addressed. Partnerships with parents are well established and children benefit from the positive relationships that staff develop with their parents. Parents spoken to during the inspection are highly complimentary about the quality of care and the activities their

children receive. They comment that they appreciate the two-way communication with staff and that they are approachable and very friendly. The staff are motivated to enhance practice through gathering the views of children and parents in order to identify areas for further improvement. Good partnership working with the host school successfully promotes continuity for children and ensures they are fully supported in all aspects of their care and learning.

Monitoring and evaluation systems are good. These highlight the strengths of the club and areas that staff intend to develop. For example, staff have identified the need to enhance children's information and communication technology skills. The owner and the leader intend to address this by working in partnership with the host school and liaising with them to look at the possibility of sharing the schools computer suite. Staff value the views of both children and parents. For example, they have devised questionnaires and ask children about activities they have enjoyed and the changes they wish to see. This shows a commitment from the staff to continually reflect on ways to provide the highest standards of care and learning to meet the needs of all children who attend.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY381077
Local authority	Newcastle
Inspection number	858651
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	35
Name of provider	Naomi Jane Harling
Date of previous inspection	17/02/2009
Telephone number	0191 285 52954

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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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