

Chill Out Time Childcare

English Martyrs RC Primary School, Beaufront Gardens, Newcastle upon Tyne, Tyne and Wear, NE5 2SA



Inspection date

5 March 2015

Previous inspection date

29 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- All children, including those with special educational needs and/or disabilities or who speak English as an additional language, make good progress. This is because staff competently observe, plan and effectively assess children's learning and development. As a result, all children make good progress in their learning and development and they are well prepared for school.
- Children are effectively safeguarded. The management ensure that child protection training takes a high priority. As a result, staff are proficient in safeguarding procedures. They clearly demonstrate their understanding of what to do should they have any concerns about children's welfare.
- There are effective partnerships with parents in place. This contributes to successful information sharing, collaborative working and continuity of care and learning for all children.
- Children follow good hygiene routines. They enjoy healthy snacks and regular play and exercise outdoors, which promotes their good health.
- Staff effectively model good behaviour and have high expectations of children. Consequently, children behave well; they are caring and show kindness to others.

It is not yet outstanding because:

- Staff do not always maximise every opportunity to use mathematical language and model counting during everyday activities.
- Group activities are sometimes too large to consistently promote learning to the maximum potential.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their mathematical skills by encouraging counting during the children's self-chosen play and daily activities and by including numbers in the displays throughout the setting
- enhance the organisation of group times to enable staff to focus more effectively on promoting the needs of children through smaller, more focused group work.

Inspection activities

- The inspector viewed the premises where children play and learn.
- The inspector observed and talked with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector checked the evidence of suitability of staff that work in the nursery.
- The inspector viewed a range of documents, including children's files and assessment records, relevant policies and procedures and the nursery's self-evaluation form and development plan.
- The inspector spoke with parents and carers on the day, taking their views into account.

Inspector

Maureen Sheekey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a broad range of activities to promote children's progress across the seven areas of learning. Children have access to a wide range of toys and resources that help them to develop independence. Staff focus on increasing the children's communication and language skills. For example, they use sign language and symbols, introduce new vocabulary, repeat words and ask challenging questions to make children think. However, circle times can be too large, limiting opportunities for more focused group work. All areas are rich in print containing letters and words, helping children to develop further their early reading skills and interest in the meaning of words. There are displays of the children's work, celebrating their achievements, which motivates them to learn. However, children have fewer opportunities to explore mathematical concepts during their play, such as in the role-play area, sand area and outdoors. The environments, both inside and outdoors, are very well organised. Outdoor learning is promoted well. For example, staff enhance the outdoor area with resources that support their current topic.

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

Staff are warm and welcoming. Children have positive relationships with adults; they enjoy praise and consistent reassurance. Children benefit from strong attachments with adults, which help to develop their social skills and confidence. Staff encourage children to take responsibility for certain tasks. For example, they help to move the table with a member of staff, ready for snack time. They are encouraged to choose and pour their own drinks. Staff make the most of every opportunity to enhance snack and mealtime routines. They sit with the children, interacting with them and modelling social manners. Children eat their lunch in the school hall. This helps them to develop their confidence and independence in preparation for school. Children are given lots of opportunities to exercise and be in the fresh air. They know this is important to their health and they are all keen to play outside.

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

The manager has a secure knowledge of the learning and development requirements and how to keep children safe. She reviews risks in the environment regularly and involves children in helping to keep the nursery safe and secure. The manager is committed to promoting good-quality provision for children and their parents. Systems for evaluating what is working and what needs to improve are effective. The manager seeks the views of children and parents, she uses these to full effect in planning. The parents are kept informed of their children's progress through individual key-person sessions. Staff liaise closely with other professionals, such as speech and language therapists. The strong links with the school means that all children and families are extremely well supported. The manager has regular supervision sessions with staff. She ensures they are supported in their professional development through attendance at training. This builds on their knowledge and skills, which has a positive impact on children's learning.

Setting details

Unique reference number	EY232472
Local authority	Newcastle
Inspection number	869961
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	26
Number of children on roll	83
Name of provider	Naomi Jane Harling
Date of previous inspection	29 September 2010
Telephone number	07960 230534

Chill Out Time Childcare was registered in 2002. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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