

Chill Out Time Childcare

Sacred Heart Primary School, Convent Road, Newcastle upon Tyne, Tyne and Wear,
NE4 9XZ



Inspection date

5 May 2015

Previous inspection date

18 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- On some occasions, staff do not remind children of the behavioural expectations of the setting.
- Risk assessments are not sufficiently thorough to identify all potential hazards, particularly in the indoor play area.
- Children are not always encouraged to take turns or share fairly because opportunities are missed to encourage children to consider the effect their actions have upon others.

It has the following strengths

- Staff know the children well and plan activities which complement children's learning in school and promote further progress.
- Children are independent in the setting. Staff seize opportunities to promote independence throughout the routines.
- Staff have a good understanding of safeguarding and the procedures to follow, should they have a concern about a child in their care. In addition, there are appropriate systems to check that staff are suitable to work with children.
- Partnerships with parents are good. Parents and staff work together to ensure all children thrive and enjoy stimulating learning experiences in the setting and at home.
- Children settle very quickly into the setting. This is because there are well-thought-out settling-in procedures in place.
- Partnerships with the school are good. Staff work together well to meet children's learning and care needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are consistently reminded of the expectations of the setting
- improve risk assessments to ensure that they are thorough enough to identify all potential hazards in the indoor area.

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

- help children understand the importance of taking turns by talking about the effect of their actions upon others.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children and staff (compulsory part of Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff (voluntary part of Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of Childcare Register).

Inspection activities

- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector carried out a meeting with the manager of the setting.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

Inspector

Elizabeth Fish

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children enjoy a suitable range of activities which consolidate their learning in school. Staff generally demonstrate a suitable understanding of how to support children's play. They play ball games with the children outside. However, when children push each other to be first in the game, staff do not always encourage children to think about the consequences of their actions upon others. As a result, some opportunities are missed to help children understand the importance of taking turns. Children are able to plan what they want to do and are motivated as a result of this. For example, children concentrate as they make enclosures for animals or use material to make dens. Staff place a high priority on the development of children's language skills. Children talk confidently about what they have been doing over the weekend or about the baby ducklings in school. They listen to each other and take account of other people's ideas during their play. This supports their future learning.

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

Although children appear safe in the setting, a weakness in leadership and management in relation to risk assessments means that procedures to ensure children's safety are not sufficiently robust. However, children demonstrate a suitable awareness of how to keep themselves safe indoors and outdoors. Children have a very good relationship with the staff and are very confident in the setting. Parents comment that their children love attending the after school club. Staff are caring and clearly enjoy being with the children. Children generally behave well. 'Chill out councillors' have been established to help children develop an awareness of the rules of the setting. However, there are occasions, such as when walking from school, when staff do not consistently remind children of the expectations. As a result, some children run and push to get to the front of the line. This results in other children getting hurt. Children enjoy plenty of fresh air as they play ball games outside. They enjoy climbing and balancing in the adventure playground.

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

The manager's knowledge of her responsibilities to meet the requirements of the Early Years Foundation Stage requires improvement. She has a suitable understanding of the strengths and weaknesses of the setting. The manager takes into account the views of parents and has identified some areas for improvement. For example, she has identified that risk assessments are not sufficiently thorough. On the day of the inspection, scooters left in front of a cupboard, as well as some coats and bags on the floor, presented tripping hazards to children. Although the manager minimised the risk to children by removing these hazards, this does demonstrate a weakness in the risk assessment process. The manager is committed to her own professional development and that of her staff. She supports other members of staff to further their own qualifications and carries out regular supervisions. The manager also has a good relationship with the local authority and acts upon advice given.

Setting details

Unique reference number	EY286130
Local authority	Newcastle
Inspection number	861242
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	51
Name of provider	Naomi Jane Harling
Date of previous inspection	18 October 2011
Telephone number	0191 274 2524 or 07930 354 832

Chill Out Time Childcare was registered in 2004. The setting employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The setting operates Monday to Friday, during term time only. Sessions are from 8am until 9am and 3.15pm until 5.50pm.

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