

# Chill Out Of School Ltd

Our Lady Immaculate RC Primary School, 399 Ewell Road, SURBITON, Surrey, KT6 7DG



## Inspection date

15 June 2015

## Previous inspection date

21 May 2012

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		Good	2
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- A small minority of staff do not have enough knowledge of the possible signs that a child is at risk of harm. This means children are not consistently protected.
- The manager has a good knowledge of safeguarding procedures and has experience of making referrals. However, although staff know they must report concerns to the manager, not all are clear about how to take their concerns further if necessary. This means children are not consistently protected.
- When staff are based between different sites within the company, managers do not fully identify gaps in their knowledge. Therefore, there are some inconsistencies in their knowledge and understanding.

### It has the following strengths

- Staff provide a wide range of activities for children. Because children choose activities based on their interests, they spend long periods of time playing and developing their concentration. Staff have a good understanding of how to plan for children's interests and needs because they know the children well.
- Children speak with confidence and interact well together. Older children support younger children in their play and communication. There is a Club Captain scheme, where children in their first year of high school attend the setting to act as role models to younger children. Younger children respond well to this scheme.
- Children develop their independence and practise good hygiene routines during snack. For example, children wash their hands before eating. They start to gain an understanding about healthy lifestyles by eating healthy food and drinking water.

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

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

- ensure all staff have consistent knowledge and understanding of safeguarding in order to identify children at possible risk of harm and take the necessary steps to protect them

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

- strengthen supervision processes to identify any inconsistencies in staff knowledge.

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

- ensure all staff have a consistent awareness of any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- ensure all staff have a consistent awareness of any indications that a child may be suffering from harm (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector reviewed a sample of policies and procedures.
- The inspector spoke to staff about safeguarding, supervision and behaviour management.
- The inspector observed and spoke to children.
- The inspector reviewed children's 'All about me' books.

## **Inspector**

Genevieve Mackenzie

## Inspection findings

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

Children have good opportunities to develop their communication, social and creative skills and to gain an understanding of the world through role play. For example, children interact well while pretending to be doctors and patients. They take turns to bandage each other, talking about how to fix broken bones. Children share cultural and personal experiences at the start of each session. For example, children talk about attending Holy Communion. Staff develop good relationships with the school, particularly with reception teachers. They share planning to organise complementary opportunities for children to learn. They also share and follow the same behaviour strategies to further support children's needs. As a result, children are well behaved and ready for their next stage of learning.

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

Children form strong attachments to staff which help them to feel secure and confident. Staff place a strong emphasis on physical development in the outdoor area. During the summer months, children often spend most of the afternoon session outside. This promotes children's health and helps them develop their physical skills. Staff are deployed well throughout the setting, ensuring children's safety. For example, when walking the children from school to the church hall, staff remain at the front and back of the line to supervise children at all times. Staff provide parents and the school with verbal feedback every day to share information about children's experiences. This means the club can relay any important messages from parents and other settings that children attend. This provides continuity in care and learning. Children feel secure because all adults around them are working together. A minority of staff do not have a clear enough understanding of safeguarding and how to identify concerns. This means that children are not consistently protected.

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

The manager uses feedback from staff, parents and children to help her identify weaknesses and take action to improve practice. For example, following feedback the manager improved the accident recording process. The manager identifies areas where staff need professional development and most staff are well qualified. However, the manager does not always identify gaps in the knowledge of those staff who work between different clubs. This means that there are some inconsistencies in their knowledge. Most staff are able to identify when there is a safeguarding concern and the manager has experience of referring these to social services. However, not all staff are clear about how to take concerns further than the manager if they need to. This means that children are not consistently protected.

## Setting details

<b>Unique reference number</b>	EY355067
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	828636
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Chill Out Of School Company Limited
<b>Date of previous inspection</b>	21 May 2012
<b>Telephone number</b>	0208 224 1341

Chill Out Of School Ltd registered in 2007. It operates from Our Lady Immaculate RC Primary School, in Surbiton, Surrey. The provision is open weekdays from 7.45am to 8.45am and 3pm to 6pm, term time only. The holiday play scheme operates from 8am to 6pm. There are five members of staff. Of these, three hold relevant qualifications at level 3 and one holds a qualification at level 2.

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