

Chill Out of School - Ellingham

Ellingham Primary School, Ellingham Road, CHESSINGTON, Surrey, KT9 2JA

Inspection date	28 July 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		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:

- The management team does not assign a key person to support children's well-being and to ensure they join-in with activities. In addition, this means that children do not always form close relationships with adults to help them feel safe and secure.
- The management team does not ask parents to share information about their child's interests or skills when they start, or during their time at the club. Consequently, staff cannot confidently plan activities to meet all children's interests and needs. In addition, they do not regularly inform parents about the daily activities. This is also a breach of the Childcare Register.
- Staff do not always organise the resources well outdoors, which means some children do not fully engage and participate in activities.

It has the following strengths

- The staff spend time playing with the children and joining them in exploring activities.
- The management team has a clear understanding of their role in terms of safeguarding children. They follow thorough recruitment procedures to ensure the suitability of staff. In addition, they ensure staff know and follow the safeguarding procedures to make sure that the children in their care are safe.
- Staff encourage children's independence, which complements skills that they learn at school.

What the setting needs to do to improve further

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

- assign a key person to each child
- gather information from parents about their children's interests and use these to plan activities to meet their needs; and share information about the daily activities with parents.

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

- review the organisation of resources outdoors to ensure all children can participate in activities.

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

- provide parents with information about the activities the children will undertake (compulsory part of the Childcare Register)
- provide parents with information about the activities the children will undertake (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed children playing and taking part in planned activities.
- The inspector spoke to parents to find out their experiences of the nursery.
- The inspector examined a sample of policies and documentation used for the safe running of the club.
- The inspector had discussions with the manger about the club, and spoke to staff about training and their roles and responsibilities.
- The inspector carried out a joint observation with the manager.

Inspector

Catherine Reeves

Inspection findings

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

The staff provide a variety of activities for the children and some of these are based around children's interests. Some of the children get very engrossed in the activities on offer. For instance, children spent a long time playing with dinosaurs, burying them in a tray of rice and glitter. However, the opportunities for playing outdoors are limited to physical activities and do not engage all children. The staff get involved in the children's play and help them learn new skills to build on those they learn at school. Staff do not fully involve parents from the start. For example, they do not ask parents about their child's interests and skills or inform them about the daily activities. As a result, staff do not always tailor the activities to meet children's interests and needs. Furthermore, staff do not keep parents well-informed about the experiences children have on a daily basis.

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

The staff know how to keep the children safe and know what to do if they have concerns about a child's welfare or a member of staff's behaviour. All staff members have up-to-date safeguarding training, as well as paediatric first aid certificates, which helps to ensure children's health and well-being. Staff provide children with healthy snacks each day and children are reminded to wash their hands after they use the toilet and before they eat. This contributes to keeping the children healthy. The management team do not assign children a key person. Consequently, children do not always get the help they need to settle-in each day or know who to turn to if they are unsure. It also means that parents do not always know who to ask for information about their child's daily activities.

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

The management team spends time working alongside staff and children. As a result, they are able to support the staff in developing their skills. Staff receive regular training opportunities, which improves the quality of care they offer. The management team help staff to provide for children with special educational needs and/or disabilities. They meet with other professionals involved in the care of children who require additional help to make sure they give them the support they need to join in the activities. They employ well-qualified staff, which means the interactions between staff and children are mostly good. The managers support staff to write regular action plans which lead to improvements. However, the managers do not have a full understanding of how to build partnerships with parents or to plan exciting and stimulating activities based on children's interests and skills.

Setting details

Unique reference number	EY438306
Local authority	Kingston upon Thames
Inspection number	824343
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	32
Number of children on roll	71
Name of provider	Chill Out Of School Company Limited
Date of previous inspection	21 May 2012
Telephone number	07939314471

Chill out of school - Ellingham registered in 2011. The club operates from a hall in Ellingham Primary School, in Chessington, Surrey. It offers a breakfast club, after school club and a holiday playscheme. It is open each weekday from 7.45am to 9.00am and 3pm to 6pm during term time. The holiday playscheme operates from 8am to 6pm. The out of school club employs eight members of staff; of these, six hold early years qualifications.

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