

Chill Out Time Childcare @ Sacred Heart



Fenham Children's Centre, Convent Road, Fenham, Newcastle-upon-Tyne, NE4 9XZ

Inspection date

4 October 2016

Previous inspection date

5 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The actions and recommendations raised at the last inspection have been successfully addressed. For example, the risk assessment process is more thorough. This enables staff to identify and minimise any potential hazards in the indoor and outdoor environment.
- The manager and staff are all qualified. They continue to deliver the learning and development requirements of the early years foundation stage. Children are provided with activities based on their individual interests and needs.
- Children are happy, independent and confident. Staff are caring towards children and create a homely and welcoming atmosphere.
- Staff involve children in devising their own rules and boundaries for the setting which helps them to know what is expected of them. Older children offer support and guidance to younger children when required.
- The views of others, including parents and children, are fully considered to support self-evaluation systems. This helps to maintain continuous improvement.

It is not yet outstanding because:

- Occasionally, staff do not challenge children to think for themselves and to express their thoughts and ideas when asking questions.
- Staff do not always make the best use of opportunities to extend children's mathematical development to further support their learning at school.

What the setting needs to do to improve further

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

- build on ways to ask more purposeful questions and enhance children's thinking skills
- maximise opportunities for children to further develop and practise their early mathematical skills.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection and through written comments.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the procedures to follow if they have any child protection concerns. They can discuss examples of potential signs and symptoms of abuse. In addition, staff understand the importance of monitoring children's attendance to help to promote their welfare. Performance management systems, such as appraisals and supervision meetings, enable staff to further their professional development. The provider and manager encourage staff to complete relevant training to refresh and update their skills and knowledge. Staff have opportunities to share ideas and suggestions and discuss practice with staff members working at the other settings in the company. Strong links have been developed with the host primary school. Staff regularly share information with teachers to ensure a consistent and cohesive approach to children's learning and experiences. Staff also have the benefit of working closely with other professionals based in the children's centre.

Quality of teaching, learning and assessment is good

Staff interact well with children and get down to their level as they play. Children are engaged and focused as they participate in an, overall, good selection of adult-led and child-initiated learning experiences. Staff promote children's literacy skills well. They have access to a variety of books, give meanings to the marks they make and are supported to write words and letters. Staff encourage children to develop their creativity and imagination to support their understanding of the world. For example, they thoroughly enjoy exploring and investigating a wide range of natural and real-life objects and materials. Children use these resources to make pictures and to enhance their small-world play. Parents are kept well informed about the setting and their children's daily activities and care routines. They are very positive about the service they receive and have developed good relationships with staff. Parents make comments, such as, 'I feel totally at ease knowing my children are safe and loved' and, 'Staff look after my children with such outstanding care'.

Personal development, behaviour and welfare are good

Children's well-being is effectively promoted. They have formed secure attachments and developed close bonds with staff. Children of all ages are supported to make their own choices and decisions, which helps them to feel valued and builds up their self-esteem. Children show delight as they enjoy looking at photographs and examples of work in their own individual scrapbook. Staff ensure children are actively involved in the day-to-day running of the setting. They, generally, provide them with good opportunities to take responsibility and have ownership for completing small tasks. For example, children can take on the role of a 'Chill Out Councillor' where they attempt to solve problems or issues with their peers. Staff reinforce the importance of children following good hygiene practices and provide them with healthy snacks, fruit and drinking water throughout the session. Children have daily opportunities to be active and extend their physical development, for example, as they practise their climbing and balancing skills and play group games.

Setting details

Unique reference number	EY286130
Local authority	Newcastle
Inspection number	1058247
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	24
Number of children on roll	54
Name of registered person	Naomi Jane Harling
Registered person unique reference number	RP908774
Date of previous inspection	5 May 2015
Telephone number	07908686836

Chill Out Time Childcare @ Sacred Heart was registered in 2004. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The setting opens 8am until 9am and 3.15pm until 5.50pm, Monday to Friday, during school term time.

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