

# Chill Out Time Childcare @ Seaton Valley



Seaton Valley Childrens Centre, Western Avenue, Seaton Delaval, Whitley Bay, Tyne and Wear, NE25 0EP

<b>Inspection date</b>	13 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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		Good	2

## Summary of key findings for parents

### This provision is good

- The manager makes efficient use of self-evaluation and has devised action plans to ensure the setting is continually moving forward. She has a very clear vision and works well with staff to enable them to provide good quality care and education for children.
- Staff have established close relationships with other professionals, external agencies and the local authority. This makes a strong contribution to meeting children's individual needs.
- Teaching is good. Staff plan a balance of adult-led and child-initiated experiences to suit children's interests and to focus on what they need to learn next. This supports all children to acquire a wide range of skills needed in readiness for nursery and school.
- Staff provide parents with regular feedback and encourage them to contribute to their children's learning and development. For example, parents are invited to attend stay-and-play sessions and consultation evenings.
- An effective key-person system is implemented. This helps children to settle quickly even though they are relatively new to the setting. Staff offer good levels of comfort and reassurance to make children feel secure and at ease.

### It is not yet outstanding because:

- Although children's individual progress is effectively monitored, staff are not yet closely tracking the attainment of groups of children.
- Staff do not make the best use of opportunities to support children to extend their awareness of culture, diversity and equality.

## What the setting needs to do to improve further

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

- strengthen tracking systems to focus more closely on the attainment of groups of children and promote even greater progress
- enhance learning opportunities for children to further extend their understanding of the wider world.

### Inspection activities

- The inspector viewed all areas accessed by children including the outdoor environment.
- 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 the suitability and qualifications of staff working with children and 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.

### Inspector

Rachel Enright

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well qualified. They are actively encouraged by the provider and manager to access professional development opportunities. This helps staff to keep up to date with changes to guidance and legislation. Staff are supported through performance management systems, such as appraisals, supervisions and peer observations. They receive feedback about their strengths and areas for future development, to enable them to enhance outcomes for children even further. The arrangements for safeguarding are effective. Staff fully understand how to protect children from harm and know who to contact if they have any concerns about children's welfare. The manager has a good awareness of her responsibilities as lead practitioner for safeguarding. Furthermore, she recognises the importance of monitoring children's attendance. For instance, parents are contacted by the manager if their children do not attend their regular session.

### Quality of teaching, learning and assessment is good

Children are regularly observed by staff to highlight their achievements and abilities. Staff understand the importance of identifying and addressing any gaps in children's ongoing development. They monitor and evaluate children's activities to enable them to extend their future learning. Staff are enthusiastic and animated in their approach, which helps children to be involved and interested during their play. Children's communication and language development are effectively promoted. Staff ask purposeful questions, model language and encourage children to repeat words. Children are supported to be creative and artistic. For example, they express their own ideas and thoughts as they use a variety of craft resources to make coloured fish.

### Personal development, behaviour and welfare are good

Staff and children have developed warm and positive relationships. The environment is bright and welcoming, which helps to support children's emotional well-being. Staff have a good understanding of how to manage children's behaviour. They reinforce appropriate rules and boundaries and children are starting to understand what behaviour is expected of them. Staff provide children with consistent praise and encouragement to support them to feel valued and motivated. Healthy lifestyles are promoted. Staff are aware of the benefits of children being active and energetic and provide them with good opportunities to support their physical well-being. Children eat nutritious snacks that contribute to healthy eating. Children are well supported for their move on to the next stage in their learning. Staff arrange visits to local primary schools to help children to become familiar with their new environment and to prepare them for the change ahead.

### Outcomes for children are good

All children make good progress and show delight and enjoyment throughout their activities. They access a selection of natural and real-life objects to enhance their exploration and investigation skills. Children start to show an interest in books and sing a selection of songs and rhymes, helping to foster literacy and language development. Children are beginning to understand simple mathematical concepts. They attempt to identify shapes and size and mix colours together when using painting materials.

## Setting details

<b>Unique reference number</b>	EY496533
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1033070
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Naomi Jane Harling
<b>Registered person unique reference number</b>	RP908774
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 2375184

Chill Out Time Childcare @ Seaton Valley was registered in 2015. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, during school term time. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The setting receives funding for the provision of early education for two- and three-year-old children.

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