

Chill Out Time Childcare @ Chillingham Road

Chillingham Road Primary School, Ninth Avenue, Newcastle Upon Tyne, NE6 5XX



Inspection date	3 March 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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		Not applicable	

Summary of key findings for parents

This provision is good

- Staff are supported by the manager and owner to continue their professional development. They are encouraged to attend regular training and to complete higher level qualifications to further extend their knowledge and understanding.
- The manager is very enthusiastic about her role and responsibilities. She reflects on daily practice and uses self-evaluation systems to devise focused action plans to recognise priorities for improvement.
- Children listen well to simple instructions and clear explanations. Staff get down to their level as they play and maintain eye contact at all times.
- Staff effectively promote children's communication and language development, including those who speak English as an additional language. For example, visual aids are in place and staff work with the school translator to use key words in children's home languages.
- Children are happy and content and freely explore the bright and stimulating environment. They have a good sense of self and belonging in their surroundings, which contributes to their emotional well-being.

It is not yet outstanding because:

- On occasions, staff do not encourage children to think for themselves and develop their problem-solving skills.
- Staff do not fully make the best use of adult-led activities to enable all children to fully participate and be actively involved.

What the setting needs to do to improve further

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

- extend ways that help children to think about and solve problems for themselves
- maximise opportunities for all children that help them to participate and become engaged during adult-led activities.

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 the 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

The arrangements for safeguarding are effective. Staff know what procedures to follow if they have any child protection concerns. They work well with the host primary school to ensure children's welfare is fully protected. Staff are fully aware of what to do in the event of an allegation being made against a staff member. A wide selection of written policies, procedures and risk assessments is implemented by staff to help to maintain children's health and safety. For example, the manager recognises the importance of internet safety to ensure children access age-appropriate websites and programs. Staff have regular opportunities to participate in supervision meetings, appraisals and peer observations. This enables them to enhance their future practice. Staff have developed very good links with the host primary school and communicate effectively with teachers. This supports them to complement children's activities and learning experiences.

Quality of teaching, learning and assessment is good

The manager and staff continue to deliver the learning and development requirements of the early years foundation stage. This helps to support children's moves between the setting and host primary school and enables them to feel settled and safe. Staff know children's interests well and understand how to support what they need to learn next. Children gain a good understanding of the wider world around them. Staff encourage them to learn about different cultures, faiths and traditions and to explore a varied range of festivals and countries. Furthermore, children participate in fundraising events for local charities to help them to understand that other people may be less fortunate than themselves. Staff have established good relationships with parents and keep them up to date about their children's daily routines. Parents make comments, such as, 'Staff always keep me in the loop and helped my child to settle quickly' and, 'Staff are very good and have supported my child to develop his speech'.

Personal development, behaviour and welfare are good

Children behave well. Staff effectively manage children's behaviour. For example, they reward positive behaviour to reinforce what is acceptable and appropriate. Children of all ages play cooperatively together and respond well to praise, encouragement and reassurance. They build close friendships with their peers and are learning to share and take turns. Staff are fully aware of how to successfully promote healthy lifestyles. They recognise the benefits of children participating in physical development opportunities and team sports games. Staff provide children with a selection of balanced snacks to help them to acquire an awareness of healthy eating. Furthermore, staff have a good understanding of children's allergies and dietary requirements. Children show confidence and independence as they complete small personal tasks, including preparing their own food at snack time. Staff encourage children to share their views and opinions about resources, areas of the environment and activities as they participate in regular children's meetings. This supports children to feel respected and appreciated.

Setting details

Unique reference number	EY493740
Local authority	Newcastle
Inspection number	1026630
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	3 - 11
Total number of places	24
Number of children on roll	36
Name of registered person	Naomi Jane Harling
Registered person unique reference number	RP908774
Date of previous inspection	Not applicable
Telephone number	07968203389

Chill Out Time Childcare @ Chillingham Road was registered in 2015. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during school term time. Sessions are from 8am until 8.55am and 3.15pm until 5.50pm. The setting supports children who speak English as an additional language.

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