

Chill Out Time Childcare @ Grange



Grange First School, Norham Road, NEWCASTLE UPON TYNE, NE3 2NP

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| Inspection date | 2 October 2017 |
| Previous inspection date | 10 October 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 | | | |

Summary of key findings for parents

This provision is good

- Children's emotional needs are well supported and they have secure relationships with staff. Children are confident and display a good sense of belonging. They form good relationships with other children.
- The manager and staff have clear plans to improve the quality of the club and the range of experiences they provide for children. The views of parents and children are valued as part of the self-evaluation process.
- Children are happy active and keen to take part in a wide range of activities. They choose activities of interest and enjoy and engage in what they do. Children play well together and make friendships across the age groups. Older children demonstrate caring attitudes towards younger children and are positive role models.
- Partnerships with parents are good. Staff share information with parents daily about the activities and routines their children take part in. Parents are positive about the care their children receive and they comment on the happy staff team.

It is not yet outstanding because:

- Systems for professional development do not yet sharply focus on consistently supporting staff to improve their practice.
- Staff do not always ensure that they share enough information from the school on site to consistently support children.

What the setting needs to do to improve further

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

- extend the system in place for professional development to focus even more on raising the quality of staff practice
- strengthen the links with the school on site and share more comprehensive information about working together to support children's learning and development.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of interactions and assessed the impact on children's development. She spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the manager and looked at records and documentation including, evidence of the suitability of staff.
- The inspector spoke to parents and took account of their comments.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff keep up to date with regard to their roles and responsibilities regarding child protection. The manager and staff have a good knowledge of the signs and symptoms that may indicate that a child is at risk of abuse. They are clear about the procedures for reporting any safeguarding concerns about a child in their care. Ongoing effective risk assessments and daily visual checks ensure that any hazards are identified and minimised. Children's views are gathered and they make constructive suggestions, such as the introduction of waffles with fruit for breakfast. Overall, staff are supported regularly through supervision meetings as a way of improving their performance.

Quality of teaching, learning and assessment is good

Children arrive happily and quickly settle into the routine of the club. They have daily opportunities to be active indoors and outdoors. Outside, children enjoy playing group ball games or strengthen their physical skills as they make use of the exciting range of equipment. Staff are enthusiastic and interact well with children. Children in the early years age group are well supported by staff. They provide stimulating play experiences that interest children. Children's language and communication skills are promoted well. Staff engage children in meaningful conversations and use effective questioning to support them to solve problems and think as they play. Children enjoy building with construction resources that require them to predict how high they build the tower and problem solve to find out how to complete this. Then they make comparisons of size, measuring against staff. Younger children socialise with older children and this helps to prepare them for their next steps and moves within school.

Personal development, behaviour and welfare are good

Staff work closely with parents when children start in the club. They seek information about children from parents. The key-person system is effective and children have warm relationships with all staff. Staff help children to make healthy choices and understand the importance of regular fresh air and exercise, supporting their understanding of healthy lifestyles. Snacks are healthy and well balanced and staff encourage good hygiene routines. Staff encourage children to share and understand their feelings. Children show a high level of maturity. For example, they play games that require a good level of patience and compromise. Staff are always close by if children need a helping hand, encouragement or reassurance. Staff praise and encourage children, which builds their confidence and self-esteem and helps them to develop a positive attitude to learning. They teach children about values and children learn about each other's cultures and languages. For example, staff arrange interesting activities to explore different festivals. Children are respectful and their behaviour is good.

Outcomes for children

Setting details

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| Unique reference number | EY381077 |
| Local authority | Newcastle |
| Inspection number | 1104848 |
| 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 - 8 |
| Total number of places | 24 |
| Number of children on roll | 12 |
| Name of registered person | Naomi Jane Harling |
| Registered person unique reference number | RP908774 |
| Date of previous inspection | 10 October 2014 |
| Telephone number | 07961500115 |

Chill Out Time @ Grange First School registered in 2008. The club employs four member of staff, of whom two hold a qualification at level 6, one holds a qualification at level 5, and one holds a qualification at level 3. Sessions run from 7.45am to 9am and from 3pm to 6pm, Monday to Friday during term time only.

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