

# Chill Out - Auriol

Auriol Junior School, Vale Road, Epsom, Surrey, KT19 0PJ



<b>Inspection date</b>	30 November 2017
Previous inspection date	19 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2

## Summary of key findings for parents

### This provision is good

- Staff encourage children to make independent choices, such as completing self-care tasks and getting themselves ready for outdoor play. Children develop good confidence and prepare well for their eventual move to school.
- Children develop very competent language skills. Staff speak to them constantly as they play, extending their conversational skills and increasing their vocabulary. For example, they use different words to describe materials, such as 'soft' and 'squidgy'.
- Partnerships with parents and other settings are effective. Staff exchange information regularly, which helps them to all work consistently to support children's individual needs.
- The management team supports staff well to develop their skills and knowledge to meet children's ongoing needs successfully. For example, training in behaviour management has helped staff to manage children's behaviour consistently, helping children to feel secure and settle well.

### It is not yet outstanding because:

- The manager does not monitor children's progress closely enough to ensure all planned activities challenge children as much as possible.
- Staff do not consistently challenge the most able children to learn more about numbers, shape, space and measure to extend their mathematical learning even further.

## What the setting needs to do to improve further

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

- monitor children's progress more closely to ensure all planned activities consistently challenge children as much as possible
- challenge the most able children's learning in numbers, shape, space and measure even further.

### Inspection activities

- The inspector observed children playing independently, with their friends and with staff.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the nominated person to discuss how they organise staff and plan for children's learning and development.
- The inspector sampled a range of documents, including children's development records and staff's suitability checks.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team follows secure recruitment procedures to ensure all staff are suitable to work with children. They meet frequently to monitor staff's individual practice and identify ways to ensure consistent teaching standards, such as completing ongoing training. The team works well together and all staff are confident to identify and report any safeguarding concerns they may have about children's safety and welfare. They keep their knowledge of child protection up to date, to report concerns quickly. Self-evaluation works well. The management team knows its strengths and identifies areas to develop, leading to changes to monitor practice more closely and improve the outdoor area to extend children's play and learning when outside.

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

Staff understand the children in their care well. They complete ongoing observations that help them to identify their interests. Staff use the observations well to plan activities that encourage children to play and learn. For example, they organise opportunities for children to explore a good range of textures and materials, as they search for their favourite toys. Children effectively learn to make sense of the world around them. They play with small-world equipment, such as garages, and creatively use paints to create Christmas pictures. Staff teach children how to be kind and considerate towards others, such as saying 'sorry' when minor bumps occur, further supporting their social skills.

### Personal development, behaviour and welfare are good

Children are happy. They form close bonds with staff, which helps them to settle quickly and develop positive attitudes towards learning. Older children also build positive relationships with staff. They listen to staff's requests politely, such as preparing for school, and are positive role models to younger children. For example, they seek help from staff when younger children do not share as well as they could. There are many opportunities for children to be energetic and expend their energy. Staff encourage children to be physically active in the garden or playing group games in the playground of the school.

### Outcomes for children are good

Children make good progress in relation to their starting points and enjoy activities across all areas of learning. Children build good social skills, as they mix and play with other children of similar and different ages. They develop their confidence and are ready to play as soon as they arrive, showing their eagerness and motivation to learn. Children successfully develop good physical skills. They take part in regular outdoor play and complete tasks that require even more concentration, such as using scissors, building competent hand-to-eye coordination, in readiness for early handwriting. They prepare well for their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY467173
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1069631
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 10
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Chill Out Of School Company Limited
<b>Registered person unique reference number</b>	RP904237
<b>Date of previous inspection</b>	19 March 2014
<b>Telephone number</b>	07939338018

Chill Out - Auriol registered in 2013. It is located in Stoneleigh, Surrey. The provision is open Monday to Friday from 7.30am until 6pm, all year round. There are currently 11 members of staff. Of these, one has a level 2 qualification, five have a level 3, two have a level 5 including the manager, and three are unqualified. The provision receives funding to provide free early education for children aged two, three and four years.

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