

Inspection of Chill Out - The Mead

The Mead Infant School, Newbury Gardens, Epsom, Surrey KT19 0QG

Inspection date: 13 October 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children settle quickly in this exciting well-organised club. Children are happy and have fun playing with their friends. For example, they take pleasure in exploring the space station or building with magnetic blocks. Children laugh and talk about the different sea animals they find in the water tray. Children have secure relationships with staff and often seek them to join in their play, this helps them feel safe and secure.

Children have plenty of opportunities to develop their physical skills. For example, they take part in various running games. Children concentrate as they completed large floor puzzles of the solar system. They work harmoniously together as they talk about the different planets. Children use their imaginations well at the club. They proudly show the staff the different pictures they have created.

Children are kind and polite. Staff have high expectations of children's behaviour and are good role models. Children are helpful as they pass each other plates and cutlery at snack time. Children's input is valued and welcomed by staff. Staff actively seek children's views and opinions as part of their approach to self-evaluation. Children continually benefit from their time at the club

What does the early years setting do well and what does it need to do better?

- Staff know individual children well and are attentive to their needs. They spend time getting to know the children. As such, children form strong bonds with staff and are happy and confident. This helps build the children's confidence and supports their emotional well-being.
- Staff use their knowledge of what children like and are interested in. They use this information to plan and provide a challenging range of activities that keep children engaged and involved. For example, children play a magnetic fishing game. They laugh as they take turns catching the different sized fish. Young children enjoy the different small world resources. For example, they eagerly explore the dinosaur world tray.
- Staff engage with children, developing meaningful conversations and listening to their views and opinions. They consistently apply fair boundaries, so that children understand how to behave at the club. Staff use explanations and gentle reminders to help children manage their emotions and consider others. This helps children to learn how to behave well. Children are confident communicators. They form strong friendships and enjoy one another's company as they take part in activities, such as games and crafts. This helps children to build on their social and creative skills. Children talk about the favourite activities they enjoy.

- Children experience a range of healthy foods at mealtimes. The club provides children with nutritious food and snacks, such as cooked tomato pasta, crackers, and cheese. Children follow good hygiene practices. Children and staff wash their hands before eating. Mealtimes are sociable occasions where children talk about their interests and home events. Staff recognise that they can use mealtimes as an opportunity to further children's understanding of how to lead a healthy lifestyle.
- Parents speak positively about the club. Staff use daily conversations to inform parents about their child's individual needs. Parents state that communication is helpful and staff always try to accommodate children's individual needs.
- The manager and staff regularly reflect on their practice and the service that is being provided. Parents and children give feedback, and staff encourage children to be involved in making decisions. Children tell staff what they enjoy and suggest things that they would like to do in the club, to make their time more enjoyable.
- The manager shows a commitment to the continued improvement of the setting. The manager provides staff with training to support their development. Staff say how much they feel supported in their role. The manager ensures she completes regular appraisals with her staff. The manager ensures levels of staff well-being are high. She provides staff with support when needed.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the procedures to follow to protect children's welfare. Staff have a good understanding of child protection policies and procedures, including wider safeguarding concerns. Staff know how to manage any concerns that arise, such as through keeping records and making referrals to relevant agencies. Staff receive regular training to ensure their safeguarding knowledge is up to date. Managers have robust recruitment procedures and ongoing checks to help ensure the suitability of staff. New staff receive a clear induction before they start, to enable them to fully understand their roles and responsibilities.

Setting details

Unique reference number	2523738
Local authority	Surrey
Inspection number	10194617
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 7
Total number of places	24
Number of children on roll	126
Name of registered person	Chill Out Of School Company Limited
Registered person unique reference number	RP904237
Telephone number	07939314471
Date of previous inspection	Not applicable

Information about this early years setting

Chill Out – The Mead, registered in 2019. The club operates from The Mead Infant and Nursery School, in Epsom, Surrey. The breakfast club opens from 7.30am to 9am and the after-school club opens from 3pm to 6pm, Monday to Friday during term time only. The club employs three members of staff. Of these, one holds a qualification at level 5.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector viewed all areas of the setting and discussed how the club's activities are organised.
- Time was spent speaking with children during the inspection to find out what they like about the club.
- The inspector spoke with staff to find out their understanding of safeguarding and other policies.
- The inspector sampled documentation, including evidence of staff and committee member suitability checks.
- The inspector observed children having their snack, playing and interacting with staff indoors and in the playground.
- Discussions were held with parents and their views were taken into account.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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