

Inspection of Chill Out Time Childcare@ English Martyrs

North Fenham Childrens Centre, Harnham Gardens, Newcastle-upon-Tyne NE5 2HX

Inspection date: 14 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Staff take account of children's experiences before they start nursery when planning for their learning. This helps children to successfully build on what they know and understand. Staff understand the impact that the COVID-19 pandemic had on some children's development and well-being. They tailor their support to help children to catch up in their learning and to feel more confident when leaving their parents. The curriculum is broad and balanced and helps all children to learn more. Staff have specific plans to support children with special educational needs and/or disabilities, which are particularly effective in helping them to achieve well.

Managers prioritise children's happiness and well-being in nursery. Staff are kind and caring, which helps children to feel safe and secure. Younger children grow in confidence and begin to choose their own activities. They enjoy early mark-making activities and explore their senses. For example, they smell herbs when they are adding them to dough. Older children are eager to join in activities and seek out their friends to play. They show excellent imaginative skills, such as when they pretend to be 'pirate turtles'. Children show high levels of curiosity. For example, they become deeply engrossed in an experiment to extract colours from vegetables into water.

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

- Staff observe children when they play to check what they know and understand. They then plan activities to help children to learn and remember more. Staff take full account of children's interests. They provide learning opportunities which appeal to children and motivate them to take part. This contributes to children's positive attitudes to learning.
- The curriculum is sequenced well. Staff help children to develop skills that support their future learning. For example, they recognise that children need to develop the muscles in their hands in preparation for learning to write. Children squeeze, knead and roll dough, developing good coordination and precision.
- Staff, generally, support children's play well. For example, when children take an interest in an activity involving farm animals, they introduce books to extend children's learning. However, these highly effective learning experiences are, at times, interrupted by routines. For example, children who are engrossed in activities are instructed to stop to use the bathroom.
- Parents share very positive feedback about the nursery. They appreciate the frequent updates and information that staff provide about their children's activities and learning. Some parents report that the support from nursery has 'completely changed their lives', and helped their children to learn lots of new skills quickly.
- Children, generally, engage very well in their learning. They concentrate during

activities that interest them and are busy at their play throughout the session. However, occasionally, staff overlook children who become distracted from their learning. They do not always ensure that they have a good oversight of the whole group, for example when they work with a particular group of children or complete routine tasks, such as tidying the nursery.

- Staff benefit from support and mentoring that help them to develop their skills and knowledge. For example, they observe one another and share constructive feedback. This helps staff to build on their teaching skills and support children's early education even more effectively.
- Leaders and managers have a good capacity for ongoing improvement. Regular reviews of practice help to enhance children's experiences, for example, by providing further areas for children to relax, away from busy areas. They use additional funding well to improve outcomes for children. Staff have purchased specific resources to support early literacy, which has helped children to make very good progress in this area of learning.
- Overall, the provision is highly inclusive. Managers describe how they 'embrace and celebrate' the diversity among children and staff. Children develop some awareness of different family structures, cultures, religions and languages. Occasionally, however, staff do not respond when children do not fully respect and include one another during play. For example, when boys exclude girls from games, staff do not address this fully to help children to strengthen their understanding of equality.

Safeguarding

The arrangements for safeguarding are effective.

Staff know about the different kinds of abuse that children can suffer from. They attend regular training that helps them to recognise the signs that a child may be at risk from harm. Leaders have clear and comprehensive policies in place to respond to any concerns about a child's welfare. This helps them to seek the appropriate support to help children and families, including early help which can prevent children becoming vulnerable. Leaders and managers have safe recruitment procedures to ensure that staff are suitable to work with children. All staff are clear about whistle-blowing procedures and are confident to report any concerns that they might have about colleagues.

What does the setting need to do to improve?

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

- review routines to minimise disruptions to children's learning
- increase staff's awareness of children who become distracted and help them to engage more consistently in purposeful play and learning
- help children to gain a deeper understanding and respect of the similarities and

differences between themselves and others.

Setting details

Unique reference number	EY232472
Local authority	Newcastle upon Tyne
Inspection number	10289286
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	26
Number of children on roll	35
Name of registered person	Harling, Naomi Jane
Registered person unique reference number	RP908774
Telephone number	07930354832
Date of previous inspection	20 November 2017

Information about this early years setting

Chill Out Time Childcare@ English Martyrs was registered in 2002. It is located on the site of English Martyrs' Catholic Primary School in Fenham, Newcastle. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications. It opens from Monday to Friday, during term time. Sessions are from 7.55am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and managers and has taken that into account in their evaluation of the setting.
- The manager showed the inspector around the nursery. She talked about how the nursery is organised and about the early years curriculum.
- The inspector observed staff's teaching and assessed the impact on children's learning and development.
- The manager and inspector observed and evaluated a planned activity together.
- The inspector spoke to the manager and staff at appropriate times during the inspection. She also met with the provider to confirm leadership and management arrangements.
- Parents shared their views on the nursery with the inspector. The inspector also interacted with children at appropriate times during the inspection.
- The manager provided a number of documents to be considered during the inspection, including evidence of the suitability checks carried out on staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023