



Crackerjax

Inspection report for early years provision

Unique Reference Number EY331080
Inspection date 17 August 2006
Inspector Anne Mort

Setting Address Aspull Church School, Bolton Road, Aspull, Lancashire, WN2 1QW
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Registered person Julie Marie Wilkinson
Type of inspection Childcare
Type of care Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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| The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding. |
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WHAT SORT OF SETTING IS IT?

Crackerjax is a privately operated out of school provision situated in Aspull, near to Wigan. It originally opened in 2001 under different ownership. The current provider registered in 2005. The club operates from the main hall of a primary school with the use of additional rooms when needed.

A maximum of 32 children may attend the setting at any one time. There are 60 children on roll. All children share access to an enclosed outdoor play area. The club is open each weekday from 08.00 to 09.00 and 15.30 to 18.00 during term time and from 08.00 to 18.00 during school holidays.

The facility employs five members of staff. Of these, four hold relevant early years qualifications and in addition, two of these also hold qualifications regarding the care of children with specific learning needs.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have ample opportunity to develop their physical ability in both indoor and outside play. There is a range of resources to promote physical development. These enable children to use their bodies in different ways. For example, indoors, children relax and use colouring pens and some use their energy in following the instructions on a dance mat. Outside, they have the use of the school's playground and grassed areas and use a variety of equipment.

Full consideration is given to health and cleanliness. Children practise good hygiene habits with hand washing, a part of the daily routine. Children go to wash their hands before getting their lunch boxes. Drinks of water are freely available as children have the use of two water fountains. Children's health and well-being is very well promoted as staff have undertaken first aid training. Parents provide information about their child's health. Staff are aware of health and safety guidelines and record all medicine administration and accidents. Parents are informed and sign to acknowledge they have been made aware of a situation.

Children understand what constitutes healthy eating and they talk to each other about their packed lunches from home. The tea time menu provided by the staff is discussed with children and a sample menu is available.

Children's dietary needs are given full consideration. Parents note any special requirement. Their wishes are respected and staff work in consultation with them to provide children with a healthy, balanced diet that accommodates parental preference.

Children's emotional needs are being met due to the staff presenting lunchtime as a chatty sociable occasion. Children choose their place at the table and friends sit together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted by the physical layout of the resources in the school hall. Staff take care to present an uncluttered floor and clear walking space near doorways. This allows children to move round the provision independently and freely explore the environment.

Children are given choices and select activities from a range of toys and equipment. They play in comfort and have the use of child sized furniture and large floor

cushions. Children's safety is fully supported as their play is supervised by the staff. They monitor the presentation of play materials to make sure they are interesting and support children's developing skills. For instance, children use creativity materials, boxed games and enjoy the resources in a home play area.

Staff keep children safe in their care when they attend the club and there is a bell entry system to the school building. Staff escort persons known to them into the provision to collect their child at the end of a session. A visitor's identity documentation is scrutinised and they are escorted to the relevant area.

Children are aware of the safety rules for the club, for example, they do not run indoors and they ask to visit the toilet facilities to inform staff they are leaving the hall. Children know and practise the emergency evacuation procedure for the club.

Children's welfare is given due consideration by the procedures in place and documents held about child protection. The manager and staff have a good level of awareness of their role in child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well in the provision and are responsible for storing their belongings. They are friendly towards one another and confident in their play. They are at ease and relate well to the staff and to each other. They play either independently or in a small group and have ample opportunity to develop social and physical skills.

Children choose from a variety of resources. They are motivated and interested due to the commitment of the manager and staff who plan and present stimulating activities. The manager arranges outings for the children and for visitors to come to the club. For instance, the children discuss their knowledge of farm animals, create a display and visit a farm where they are allowed to see and feed the animals. Local cricket club members visit the out of school club and work with the children to develop their physical skills.

Children's conversational skills and memory recall are developing as they sit with a member of staff and discuss the previous day's visit to the farm. They talk about what they did and what they liked the best and the least. Photographs of children on previous trips are made available and staff and children sit, discuss and recollect the experience.

Children's language skills are well promoted as staff use age appropriate conversation, ask questions and listen to the children's response. Staff promote the children's independence by offering varying levels of support. Children have complete freedom as to their choice of activity and staff are skilful at intervention only when invited by the children to join in.

For instance, a member of staff shows younger children how to use an activity and how to take turns to place their pieces to try and win the game. She then withdraws

to promote the children's independence. A child and a member of staff enjoy a card game together as the child doesn't have a partner at this time. A member of staff becomes aware a boy is hovering near the dance mat, is diplomatic, chats to him then starts to dance herself, the boy joins in and thoroughly enjoys himself without feeling self-conscious.

Children spend their time purposefully and thoroughly enjoy exploring a range of interesting play materials. The staff create and sustain a relaxed, friendly atmosphere in which each child's conversation and input is valued and supported.

Helping children make a positive contribution

The provision is good.

Children are supported and supervised by staff and are given complete free choice as to where they play. This develops their independence and they choose to engage in activities that interest them, for example, colouring pictures, playing cards and using the games consoles.

Children's needs are met as they take part in a care routine agreed between staff at the provision and the parents. Children are happy and settled. They play harmoniously and are very well behaved. Children use the words please and thank you spontaneously to the staff and to each other, They say "excuse me" when wishing to speak to a member of staff. They respond positively to staff's instructions and suggestions. When their time on the play station is up children willingly give the console to the next child. Children stop their play when asked to tidy up for lunch time and hold doors open for each other and for the inspector.

Children use suitable resources, both age appropriate and those to present an effective challenge, for instance, a dance mat where a child has to follow the images on the television screen and take the appropriate steps on the dance mat. All children are welcome in the provision, staff have experience of working where there are learning difficulties, and the manager seeks additional information where a child has a specific need.

At the time of the inspection there was very little in the way of resources to promote positive images of culture, gender and disability.

Children's care and well-being is fully supported. Parents note on documentation all relevant details about their child to enable appropriate care to be given. There are arrangements in place for staff to exchange information about a child and the day's events when the child is collected. Partnership with parents is also enhanced by the paperwork in place to secure their consent for the various activities on offer and the day trips to outside venues. Additional information about the operation of the club is on display.

Organisation

The organisation is good.

Children's welfare and all round development is promoted. Children are very secure and at ease in the well organised play environment. Staff are aware to keep children safe from persons who have not undertaken a vetting procedure. Children play in a tidy, uncluttered hall and have the use of an enclosed outdoor play area. These areas give space for free movement and exploration.

Children's needs are met as staff manage their time effectively. They attend to children's interests in the provision of suitable resources. Staff accommodate and stimulate children's conversation when supervising their play and introducing additional resources. They make interesting toys and activities available. When developmentally appropriate, these are of a more challenging nature.

Documentation is held in line with the National Standards for out of school care and used effectively to promote the welfare of children. It is neatly stored and readily available with confidentiality borne in mind. Information about the children, together with general documentation, is clear, concise, jargon free and relates directly to the planning and delivery of a good out of school service. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote positive images of culture, gender and disability within the setting.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk