

Crackerjacks Out of School

Inspection report for early years provision

Unique Reference Number	511468
Inspection date	22 March 2007
Inspector	Krystina Chitryn
Setting Address	Grosvenor Road Primary School, Parkgate Drive, Swinton, Manchester, M27 5LN
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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:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Crackerjacks Out of School Club opened in 1996 and operates from Grosvenor Road Primary School in Swinton.

The setting provides a before and after school club and a holiday play scheme, mostly for children attending the school. The out of school club is open from 07.45 to 09.00 and 15.15 to 17.45. The holiday club serves the local community in school holidays from 07.45 to 17.45. All children share access to a secure outdoor play area. Both are open Monday to Friday only. The group is registered for a maximum of 58 school aged children and there are currently 70 children on roll. The group supports children who have disabilities.

Children have access to a creative corridor, classroom, dining halls, a television room and bathroom facilities. There is a large playground available for outdoor play and a soft play area.

Six staff work with the children. Five staff hold appropriate qualifications. One member of staff is working towards a qualification. The setting receives support from the Earl Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally well protected from infection through satisfactory hygiene routines. For example, the building is cleaned daily and the children are reminded by staff to wash their hands prior to snack time, and after using the toilet in order to minimise cross infection.

The children have good access to outdoor play activities in the school grounds as they choose to play inside or outside at will. Staff are based in the areas that the children play in, ensuring they are appropriately supervised at all times. They use the soft play area as well as a hard surface playground, which helps them to exercise their large muscles. This supports their physical skills and enables the children to run around and participate in robust and active games.

The children do not discuss why they eat a healthy diet and therefore, opportunities are often overlooked to develop their awareness of what they eat. This does not fully ensure that children learn to make healthy choices and well informed decisions or extend the children's knowledge of what is good for them. For example, both healthy snacks and less healthy snacks, such as fruit, crisps and biscuits are provided with no discussion about the choices available. The children sit on the floor and eat their snacks. This also inhibits opportunities for them to develop their independence and minimises social interaction during snack time. Drinks are accessible and children help themselves throughout the session, which is good. This ensures that the children are well hydrated throughout the session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept generally safe through risk assessments, which are completed daily by staff. Children learn fire safety procedures and fire detection equipment is present. They learn to evacuate safely in an emergency through the regular drills, which are recorded.

The children benefit from adequate space, both inside and outside. They have adequate light and natural ventilation. They use appropriate toilet facilities, which school staff clean at the end of each day. Children benefit from a range of suitable equipment, which is clean and well maintained. They are kept safe through the provision of equipment that meets the required safety standards. However, toys and equipment are stored out of the reach of children and this limits their choices.

Staff are aware of the procedure to follow regarding the safeguarding children process and undergo relevant training as part of their induction. This helps to ensure potential harm is minimised and helps to ensure that any vulnerable children are protected. Parents are also informed of the safeguarding procedures on admission.

Helping children achieve well and enjoy what they do

The provision is good.

Children have a broad variety of planned and child initiated choice activities. All of which are appropriate to the ages and interests of children who attend. The playroom is divided into different areas of play and a range of equipment is available in the outside play area. This enables children to explore different aspects of learning outdoors as well as inside the playroom.

Children, however, do not have easy access to books as they are stored out of reach. This prevents the children from practising their reading skills and looking at books for enjoyment.

The children make choices from a variety of equipment including a tent which they use as the base for their dressing up and role play games. They act out roles and this enables them to develop their imaginative play. Some of the children play football and they are reminded to choose the teams fairly. Children discuss the activities that they enjoy and eagerly describe the baking activities that they have been involved in. They confidently discuss having their nails painted during the holidays. The children laugh and enjoy the time spent together in the group. Children are valued and staff listen and talk to them throughout their time at the setting. There is a creative activity taking place and the children are provided with clay and cutters. They discuss the options of what to create with staff in a confident way and staff ask questions that enable the children to think and to develop their ideas. This enables children to extend their natural creativity and to pursue their interests independently.

Helping children make a positive contribution

The provision is satisfactory.

All children are treated with equal concern. Staff have a satisfactory understanding of anti-discriminatory practice in order to support positive attitudes being fostered. Boys and girls are encouraged to participate in all areas of play, thus promoting gender equality. However, children only have access to a limited amount of resources that promote their understanding of the world around them. These aspects are also not fully extended through discussion and planned activities. For example, the children do not explore the traditions and cultural aspects of the multicultural society in which they live. This somewhat limits their understanding of the wider world.

Staff are aware of and support children's differences in the group to ensure that their individual needs are catered for. The children are learning about right and wrong. They learn in an environment where good behaviour is appropriately fostered and as a result the children are well mannered. For example, one child checks out how another child is feeling because they look sad. This demonstrates that the children are aware of each others needs and the importance of caring for one another. Staff praise, encourage and use appropriate methods to ensure that the children are fully aware of the group's rules.

Staff provide parents with policies and procedures on admission. This ensures they are given sufficient information to enable parents to have a full understanding of the groups practice. Families are made to feel welcome and generally information is shared verbally on a daily basis.

Organisation

The organisation is satisfactory.

Children benefit from suitably registered, permanent staff that have appropriate training and qualifications. The manager has a wealth of experience and is a qualified nursery nurse. Details of staff training are kept in a portfolio and these are available to parents on request.

The organisation of space is good as the room is divided into different areas of play to accommodate active and quieter periods during the session. Records are maintained to a satisfactory standard; however there are no contracts for the parents, which leave children vulnerable. The group have agreed to ensure these are put in place immediately. Records are retained for a suitable period and all records are stored securely on site. The documentation

currently in place supports and promotes children's well-being. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure the smooth running and transition of activities, including the development of the key worker system. To minimise hazards indoors and ensure that access to the premises via the side gate is safe. The provider was also asked to review the safeguarding children procedure should allegations be made against staff and ensure parents are informed of this.

The provider has ensured that the children are organised effectively, enabling them to feel secure in the setting. The rooms are safe and the side gate is not used, affording them greater protection. All Staff are aware of the procedure to follow should a member of staff be the subject of an allegation and would seek advice from social services. This helps to ensure that all children are protected from harm.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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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):

- ensure opportunities are used to good effect to raise children's awareness and promote healthy eating
- ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk