

Crazy Crackers Ltd

Inspection report for early years provision

Unique reference number EY270159
Inspection date 26/11/2008
Inspector Tara Street

Setting address Salesbury C of E Primary School, Lovely Hall Lane,
Salesbury, Blackburn, BB1 9EQ

Telephone number 07980 272109

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Crazy Crackers Out of School Club is one of four similar settings operated by Crazy Crackers Ltd. It was registered in 2003 and operates from its own designated nursery classroom within Salesbury C of E Primary School in Salesbury, Blackburn. There are no issues which may hinder access to the premises. A maximum of 40 children aged three to eight years may attend the setting at any one time. The club also offers care to children aged over eight years to 12 years. The club is open five days a week from 07.45 to 09.15 and 15.15 to 17.45 term time only. The holiday club opens five days a week during school holidays from 07.45 until 17.45.

There are currently 185 children on roll; of these, 53 are under eight years of age, and of these, 26 are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

There are five members of staff, including the manager, who work directly with the children. Three of the staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Crazy Crackers Out of School Club provides appropriately for children in the Early Years Foundation Stage. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. They are treated as individuals and staff work appropriately with parents and others to ensure children's individual needs are met. The manager has identified the strengths and some of the areas for improvement within the setting, and alongside staff, are beginning to work to improve the experiences of the children who attend the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote the good health of children by ensuring hygienic hand washing procedures are consistently followed
- develop links with all other settings providing for children in the EYFS
- develop the assessment system to make it clearer how children are progressing towards the early learning goals and ensure their next steps in learning are clearly identified
- ensure the record of regular risk assessment checks includes all the necessary information
- provide more regular opportunities for children to access and develop their skills in using information and communication technology.

The leadership and management of the early years provision

Children are cared for in a secure and generally safe environment. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, the record of regular safety checks does not include all of the relevant information. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff form friendly relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are some informal links with other early years practitioners within the school, particularly for those with learning difficulties and/or disabilities. However, they are sometimes less well informed about the ongoing progress and achievements of children who attend other settings delivering the EYFS.

The manager has implemented suitable systems to monitor and evaluate the provision, and to ensure that identified improvements are made where necessary. A recent example has been the implementation of a more varied snack menu and the introduction of more multi-cultural play resources. The provider has also improved the procedures for gaining parental signatures on accident records to ensure that the recommendation from the last inspection has been dealt with effectively.

The quality and standards of the early years provision

Staff are beginning to develop an understanding of the Early Years Foundation Stage, therefore, children's progress towards the early learning goals is generally supported. However, assessment records do not clearly show how children are progressing towards the early learning goals or clearly identify their next steps in learning. This potentially limits the settings ability to ensure each child's needs are being met. Children are happy and settled within the environment. A suitable range of age-appropriate activities and resources are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy participating in dressing up activities, set up and play marble games, and play in groups with the construction materials. Children develop good socialisation skills as they look out for and assist one another. For example, they pass plates of pizza toppings to each other when making mini pizzas and patiently take turns to use the glitter when decorating paper Christmas trees. Children are keen to express themselves and their ideas because staff use appropriate questioning and discussion techniques to help children think and solve problems for themselves. They enjoy free access to a range of mark-making materials, such as pens, crayons, stencils and scissors. Games and activities are used suitably to

promote early mathematical skills, such as using number during board games. Children experience some opportunities to access information and communication technology to support their learning. However, opportunities for children to explore technology, such as programmable and battery operated toys, calculators and role play resources, are limited. Children's knowledge and understanding of the world around them is effectively promoted through daily resources, such as books, puzzles, musical instruments and role play equipment.

Children are developing a good sense of safety. They know the procedure to follow in the event of an emergency and understand the safety rules as staff give clear explanations of the possible consequences. Children enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. However, children are not consistently reminded to wash their hands before snack and cooking activities to prevent the spread of infection. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they participate in games of football, dodge ball, and throwing and catching games.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.