

# Crackerjacks Out of School Club

Inspection report for early years provision

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**Unique reference number** 511468  
**Inspection date** 19/05/2009  
**Inspector** Sarah Quinn

**Setting address** Grosvenor Road Primary School, Parkgate Drive, Swinton,  
Manchester, M27 5LN

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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 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

Crackerjacks Out of School Club is owned and managed by a small organisation, Crackerjacks. It opened in 1996 and operates from a corridor, classroom, dining halls, a television room and bathroom facilities at Grosvenor Road Primary School in Swinton, Manchester. There is a large playground available for outdoor play and a soft play area. The setting provides a before and after school club and a holiday play scheme, mostly for children attending the school. There are no issues which may hinder access to the premises. A maximum of 58 children aged under eight years old may attend the setting at any one time. The club is open to children between the ages of four and 11. The before and after school club is open five days a week from 07.45 to 09.00, and 15.15 to 17.45 whilst the holiday club opens from 07.45 to 17.45.

There are currently 100 children on roll; of these 22 are under eight years old and 16 are within the Early Years Foundation Stage. The setting supports children with learning difficulties and/or disabilities, and with English as an additional language. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the local authority.

There are four members of staff, including the manager, who work directly with the children. All of the regular staff hold appropriate early years and playwork qualifications. The setting uses regular bank staff who are known to the organisation.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and enjoy coming to the setting where their individual needs are valued and catered for. Self-evaluation systems are in place and include all involved with the setting but do not yet lead to a summary of identified improvements. Practitioners clearly enjoy playing with the children and most interactions ensure children's ongoing development. The setting has made strong improvements since the last inspection, and has a good capacity to improve.

## What steps need to be taken to improve provision further?

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

- develop practitioners interactions to more fully support problem solving, creative and critical thinking
- produce a summary of self-evaluation findings to support the continued improvement of the setting.

## **The leadership and management of the early years provision**

The setting runs smoothly because of good quality leadership and management. Some systems for the ongoing evaluation of the setting are in place, including the gathering of opinions and experiences from parents, children and practitioners. This ensures that those with an interest in the quality of the setting have a valued voice in its development. However, a formal summary has not been made of the outcomes of self-evaluation procedures to enable the setting to have a clear view of the developments they will make in the future. The manager ensures that practitioners have up-to-date training and makes the most of their individual strengths.

Children are always safe and enjoy vigilant supervision at all times. Staff know the safeguarding procedures and take their responsibility to ensure the welfare of each child seriously. Risk assessments are made of the premises and checks are made upon opening and closing. Ratios are maintained and staff move with the children wherever they wish to play. Rotas and procedures ensure that essential tasks are completed and all practitioners understand their duties. All adults have appropriate qualifications and checks for the suitability of staff meet current safeguarding requirements.

Parents are very happy with the group and say that their children are well looked after. Good links have been made with the staff in the school to ensure the ongoing development and continuity of care for the children. The practitioners value the parents as partners, and take the time to discuss their child's care when they arrive at the end of the day.

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

Children are happy to be in the group and contentedly chat and joke with each other. They are attentive to the adults as they are given instructions and they move around the activities with enthusiasm. They enjoy playing together. Children with English as an additional language or those with learning difficulties and/or disabilities are supported well according to their individual needs.

The youngest children really enjoy playing with the gloop and they explore texture, taste and smell in the interesting mixtures. They chase after bubbles and discuss how they are made. Games such as making tents or tunnels and playing with hoops and balls are encouraged. Some children prefer to play more quietly with beads or with the small world toys and practitioners respect each child's individual wish to be either active or quiet.

Observations of the children ensure that practitioners understand what the children enjoy and what they are capable of. The next steps in their development are facilitated through the activities provided for free choice. Planning is carried out under the headings of child development; physical, intellectual, emotional, social and language, and covers all areas of learning in the Early Years Foundation Stage framework, whilst taking account of children's interests. Staff interact with the

children and clearly enjoy playing with them. However, interactions do not always support problem solving and creative or critical thinking. Positive reminders displayed around the setting support staff in their understanding of why it is important to involve children in activities.

The manager and practitioners have a very good understanding of the Every Child Matters outcomes and work hard to ensure that each child receives the best of care. Children understand how to keep healthy. They wash their hands at appropriate times and enjoy a choice of healthy and nutritious food along with a choice of drinks. Children's safety is maintained in the setting as they are well supervised. They learn about personal safety as they discuss what to do if they see a stranger. There is a range of equipment and activities to support the children's basic skills, for example, computers and role play are used to help develop skills in literacy. Celebrating special occasions, such as the Chinese New Year and Diwali, encourages the children to appreciate wider cultural experiences.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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## **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