

Crazy Crackers LTD@St Mary's

Inspection report for early years provision

Unique reference number

EY396127

Inspection date

01/03/2010

Inspector

Wendy Fitton

Setting address

St. Marys Presbytery, York Lane, Langho, Blackburn, BB6
8DW

Telephone number

07980272109

Email

info@crazy-crackers.co.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

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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.

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Description of the setting

Crazy Crackers Ltd at St Mary's registered in 2009. The group is a privately owned organisation and operates a number of childcare provisions in Lancashire.

Before and after school care is provided for a maximum of 30 children under eight years. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll, of whom 15 are in the early years age group.

The group operates from within the parish centre of St Mary's Church in Langho, near Blackburn in Lancashire. Children attend from the adjacent St Mary's Roman Catholic Primary School. Opening hours are Monday to Friday, 7.45am to 9am and Monday to Thursday, 3.20pm to 5.45pm. On Friday afternoons, children can be transported from school to other clubs within the organisation.

Children have access to a main hall, a meeting room, outdoor play space and school grounds. There are suitable toilet facilities and kitchen space. There are four staff working directly with children, including a manager and deputy manager, with two staff qualified in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge and understanding of meeting children's individual needs. Children are extremely well cared for in a highly stimulating and child-centred environment. Exceptional organisation of the programmes reflects rich, varied and imaginative experiences and fully supports children's learning. There are excellent and positive partnerships with parents, carers and other professionals to meet children's welfare and development needs. Policies and procedures for the safe and efficient management of the provision are in place. The welcoming environment is fully inclusive and reflects the children's backgrounds, communities, needs and family lifestyles. The system for evaluating the quality of the provision is highly effective. There are challenging plans of development for the future, and the organisation continues to strive to maintain continuous improvement and promote the outcomes for children and the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing with the effectiveness of future planning to secure continuous improvements to bring about further outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through exemplary policies and procedures which are effectively implemented. Adults are suitably vetted and cleared to work with children; they are experienced and qualified in aspects of childcare. The quality and provision of safe and suitable furniture, equipment and toys is excellent. Children are safe and secure in the premises and the deployment of resources is highly effective. Children feel really safe and secure as they respond to their own risk assessments, contribute to their own meetings to discuss any issues and are comfortable and safe with staff who help and support them. There is active involvement from all adults to discuss and share their ideas, and to continue working towards the visions and values of the provision. The organisation has a clear vision for the setting and is fully committed to maintaining and providing high quality childcare. There is continual reflection on what is provided for the children and plans to improve the outdoor provision further promotes the outcomes for children. The company director is keen for staff to update their knowledge and skills for their own professional development through training.

Partnerships with parents and other professionals are exemplary. Important information is gathered from everyone involved with the children in order to meet their individual needs. A specific questionnaire is forwarded to teachers of children in the Early Years Foundation Stage which aims to promote partnership in order to complement children's learning. Daily verbal routine information is shared. There are links with the early years team and cluster group meetings. Parents are welcomed and warmly greeted. They are aware of the organisational policies and procedures and are informed of information on a daily basis or through newsletters. Parents are encouraged to complete evaluation questionnaires and respond positively to the care their children receive. Parents state that 'staff are friendly, helpful and approachable' and 'children are safe and secure and they can access a range of different activities and opportunities'.

Children feel a very strong sense of belonging as they play in the exciting and stimulating environment. Inclusive practice is evident throughout the provision through effective policies and procedures. The setting is based in a single storey parish centre and is easily accessible to everyone. All children have free access to a variety of toys and opportunities allowing them space to move around freely. Children learn about diversity through multicultural jigsaws and books, and small world people with differing abilities. Children celebrate all religious and calendar festivals and events through food tasting, crafts and making models. The setting fully supports the needs of children who may have special educational needs and/or disabilities. The children are happy and feel free to express their interests and opinions at all levels.

The quality and standards of the early years provision and outcomes for children

Children are extremely well supported in their welfare and learning. They are valued, listened to and supported during the exceptionally well planned activities and experiences. The planning of the learning environment is linked to the Early Years Foundation Stage, where children make choices about what they want to do according to their own interests. Staff observe the early years children and link the observations to the early learning goals and next steps for development. There are a wide range of activities, games and experiences to promote children's personal, social, creative and physical skills. Children are extremely happy, secure, comfortable and confident within the group and really enjoy themselves. Children respond to the flexible routines and rhythms of the sessions. They are involved in planning and organisation and have their own children's meetings to discuss their needs.

Children enjoy board games as they match colours, count spots and numbers on the dice and move their counters around the board. They can say and use numbers in familiar contexts as they count the number of children on the register. They calculate capacities while washing up plates and cups and make comparisons when making their own sandwiches for their snack. Children create their own structures and models with bricks and interlocking shapes. They respond to comments and talk about what they are trying to achieve and create during their craft activity and with construction toys. Children enjoy listening to music and explore and experience different movements to music through the keep fit dance session. They express and communicate their ideas and thoughts through physical activity when dressing up and using different tools and materials during crafts. They develop their physical skills during the dance and exercise activities as they show awareness of space, dangers and risks. They know and understand about healthy lifestyles and living. For example, they recognise the need to wash hands, eat healthy foods and access the outdoors. Children show sensitivity to differences as they value and include each other, and help and support other children with their confidence building. They investigate objects and use all their senses. They ask questions about why, when and what. Children enjoy chatting with staff about special people in their lives, their school and families. Children learn about different cultures and celebrate all calendar festivals with craft activities, food tasting and reading books. They interact positively with each other, plan together and negotiate and take turns in their conversations. Children speak clearly and with confidence as they respond to what they hear and make relevant comments. They use language to imagine and recreate roles as they dress up and play with the train track and trucks. Children are highly interested and motivated to play and learn. They are confident, speak in a familiar group, maintain attention when taking the register and have a very good awareness of their own needs and those of others. Excellent relationships are fostered with peers and adults as they work cooperatively, taking turns and sharing.

Children have a wealth of good knowledge about keeping themselves safe and healthy, and make a positive contribution. They participate in meetings about safety procedures and are involved in the risk assessments of the premises.

Children know and understand what to do in the event of a fire, an accident or if a stranger comes to the main door. Children know not to open the door at all and tidy up after themselves to prevent any trips or falls. They take full responsibility for their own possessions and the safe keeping of them. Children adopt healthy lifestyles through the provision of nutritional breakfasts and snacks, for example, cereals, toast and fruit juice. In the evening they enjoy crackers and cheese, sandwiches, dips and wraps. Outdoor play is available to encourage children to exercise freely in the open space with fresh air and to participate in physical games.

They are encouraged to join in group games to encourage friendships and sharing. During meetings, children talk about respecting each other and about right and wrong. They are really well behaved and kind and helpful to each other. They are well occupied and interested in what they are doing. Staff are good role models who are genuinely keen for children to have a good time and to be safe and secure as they respond to children's individual needs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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