

Crazy Crocs Club

Inspection report for early years provision

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Inspector

Hilary Elizabeth Tierney

Setting address

Stratton Community Leisure Centre, Grange Drive, Stratton
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Type of setting

Childcare on non-domestic premises

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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 Crocs holiday play scheme was registered in 1995. The provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The holiday play scheme operates from a sports hall and community rooms, within the community/sports centre in Stratton, Swindon. It serves the local area. Children are regularly taken to the adjacent playing fields and nearby park for outdoor play.

The group opens five days per week every school holiday, excluding bank holidays. Sessions are from 8.45am until 3pm. The setting is registered to care for no more than 60 children from four to eight years. There are currently 28 children in the early years age group on roll. The group offers care to children over eight years of age. There is currently a total of 16 children aged between five and eight-years-old and 16 children over eight years of age on roll. Children attend from the local and surrounding areas. The Holiday Playscheme currently offers support to children with special educational needs and/or disabilities and those who speak English as an additional language.

The Holiday Playscheme employs seven members of staff; of these, six hold appropriate early years qualifications, one has completed the Early Years Foundation degree and one is working towards achieving this qualification. One member of staff has a National Vocational Qualification (NVQ) at level 2 in Play Work. This member of staff, along with two others, is looking to enrol on the NVQ at level 3 in Play Work. All have completed child protection training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well behaved, settle quickly into play, are happy and well occupied with well organised activities. The partnership with parents is good and detailed information is shared with them on a regular basis. The partnership with other early years settings that children attend is good. Detailed policies and procedures contribute to the smooth running of the setting. The group has completed the self-evaluation process and staff have been fully involved in this process. Clear areas for development and improvement have been identified, which demonstrates a commitment to improve the care provided.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of staff and children's hours of attendance is kept. (Documentation) 17/06/2010

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

- develop written risk assessments further to ensure they cover all aspects of the environment with particular attention to any outings that are undertaken and large physical play equipment
- consider the organisation of routines with particular attention to snack times so that children are encouraged to sit and socialise whilst enjoying their snacks.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Clear procedures are in place and staff are very clear about the procedures to follow should they have any concerns about children in their care. Details of children's existing injuries are recorded, shared with parents and kept confidential. Staff are vigilant as they supervise children in the setting and on outings to the nearby park. Risk assessments are carried out daily, but do not cover all aspects of the environment that children may come into contact with such as the bouncy castle. Although clear procedures are in place when staff take children to the nearby park, detailed written risk assessments have not been put in place to cover walking to the park. Staff include older children in the checking of the park area before the other children use the area. The older children then come back and tell the children if they have to be careful of something on the way such as not touching mushrooms on the grass just before the park area. This helps children to understand about how to keep themselves safe and be aware of potential hazards. Fire drills are conducted regularly and clear records are kept. Visitors' identification is checked and their attendance recorded. A bell on the main door to the club alerts staff to anyone leaving or entering the area. All staff are suitably checked. Parents sign their children in and out of the club, but no record of the child's hours of attendance is kept. Staff record their hours of attendance as they arrive at the setting, but not when they leave. Clear accident and medication records are kept and shared with parents. All necessary parental permissions have been obtained.

Resources are used effectively and most are easily accessible for children. Children are able to request the use of any resources that are stored in the cupboards. They are able to select these from a picture book of the selection of resources. Children are kept well occupied with a balanced programme of activities lead by children's ideas and suggestions. Equality and diversity is promoted well in the setting and good support is given to children with special educational needs and/or disabilities and any children who may have English as an additional language.

There is a good partnership with parents and they receive detailed information regarding the programme of activities. The group provides newsletters during the play scheme for parents and invite their comments and suggestions for future schemes. They receive detailed information when they collect their child at the end of the session. Staff work closely with parents to ensure the care they provide meets the individual needs of the child. For example, when children have special medical needs, staff discuss with parents what care is required they devise a care

plan and attend extra training if required. All necessary contact numbers are easily accessible. There is a good partnership with other early years settings children attend including childminders and schools. Staff will gain information from them about the children and also share any relevant information.

The self-evaluation process has been successful and staff have clearly identified areas to develop and improve. They have a large sheet with their development plan on and dates of when they need to be actioned by. Staff have addressed the recommendations from the last inspection successfully and demonstrate a clear commitment to improve and continue to provide good quality childcare.

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

Children settle quickly into play when they arrive at the setting. They are well behaved, sociable and have a sense of belonging. Children are encouraged to help make the rules of the setting and these are clearly written on the board by them. They feel safe and secure as they play. Children have a 'crocs council' where they meet with the staff and discuss what they would like to have included in activities, what they would like to change and what they really enjoy doing. Children are able to put their ideas for activities forward during the sessions. They also use a board where they are able to write what they would like to do the next day. All these ideas are taken by the staff and carefully implemented if possible. For example, children requested a wildlife area in the field and having fish. The staff discuss this with the children how they can achieve this at either this play scheme or the next one. There are good relationships and interactions between the children and staff. They all get involved in the activities and enjoy their time at the setting.

Activities provided are balanced and based on children's ideas and suggestions. They enjoy taking part in craft activities such as making necklaces, bracelets, plaiting wool and drawing. Both staff and children take part with enthusiasm in these activities. Children enjoy physical team games such as football, other ball games, using the bouncy castle and visits to the nearby park. Children are given plenty of choices and they enjoy taking part in board games such as draughts either with a member of staff or each other. Children enjoy playing with small world resources such as cars, garages and dolls. They have easy access to books and enjoy looking at these alone or with staff. Children also have access to computers and play stations. Time on these is monitored closely by staff and children are encouraged to share and take turns. Children are encouraged to develop their skills for the future such as socialising with others they do not know well, using their manners and good personal hygiene practices. Staff ensure new children to the group are welcomed and are introduced to the areas they can use, the other children and the routines. New children settle and make friends in the group quickly.

Children are encouraged in understanding about healthy lifestyles. They understand about hand washing before meals and snacks, and after being at the park and why they need to do this. Most children bring their own packed lunches and drinks with them, although they are able to have a hot meal at lunch time if

parents request it. Children are encouraged to have drinks regularly after physical play and jugs of cold water are easily accessible so children are able to refill their water bottles when they need to. Children are encouraged to have snacks and drinks from their lunch boxes. However, during this time they are able to wander around the room and are not encouraged to sit down to eat and take the opportunity to rest before commencing more physical activities. During lunch time children sit together with the staff and occasionally as children eat and relax they watch a short film. Children have regular access to fresh air and exercise through carefully planned outings to the nearby park where they are able to climb, balance and explore. This area is enclosed and children are kept safe through good staff ratios and good supervision by the staff. Children also have free flow to the outside area when they take turns using the bouncy castle in a separate room which leads to the outside area.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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