

Crazy Kids @ Walnut Tree

Inspection report for early years provision

Unique reference number

EY273455

Inspection date

24/01/2011

Inspector

Cordalee Harrison

Setting address

Héronsbrook Meeting Place, Lichfield Down, Walnut Tree,
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Crazy Kids @ Walnut Tree registered in 2003. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The out of school provision is privately owned. It operates from the Community Centre in Walnut Tree, Milton Keynes, Buckinghamshire.

A maximum of 40 children aged three to under eight years may attend at any one time. The provision opens weekdays all year round. Sessions are from 7.30am to 8.40am and 3.10pm to 6.00pm term time and 8.00am to 6pm during the school holidays. All children have access to an enclosed outdoor play area.

There are currently 54 children on roll, aged from four to 11 years; of these, three are in the early years age group. Children aged up to 16 years attend during holiday periods. Children attend for various sessions and they are all full-time pupils at local schools. The provision supports children with special educational needs and/or disabilities and who speak English as an additional language. There are six staff who work directly with the children; of these, two hold appropriate qualifications in childcare and playwork. Two members of staff are currently on training courses.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Not all specific legal requirements are met consistently in the provision. However, overall staff know the children well and this ensures that they provide appropriate levels of suitable activities for children who attend. Key persons support the youngest children well and keep abreast of communications with their parents. The provision shows reasonable capacity for continued improvement. All recommendations made at the last inspection have been addressed appropriately. Additionally the provision is working with the local authority's development workers to gain improvements for the benefit of the children.

What steps need to be taken to improve provision further?

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

- make sure that all supervisors hold a full and relevant level 3 qualification as defined by the Children's Workforce Development Council (Suitable people)(also applies to both parts of the Childcare Register) 31/03/2011
- gain written permission at the time of children's admission to the provision to the seeking of any necessary emergency treatment medical advice or 31/03/2011

treatment in the future (Safeguarding and promoting children's welfare)

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

- use the Ofsted self-evaluation form and quality improvement process as the basis of ongoing internal review
- improve children's observation records to include the next step for individual children's learning and development and ensure that they are linked to the expectations of the early learning goals

The effectiveness of leadership and management of the early years provision

Overall, the provision safeguards children and promotes their learning and development suitably. However, the leadership and management do not ensure that all supervisors hold a full and relevant level 3 qualification as defined by the Children's Workforce Development Council. At times, no staff present are qualified to level 3 to supervise children's activities. This is a breach of specific legal requirements. The leadership and management are taking some steps to drive improvement; for example, they are supporting staff to improve their qualification and some staff are currently on training to gain level 3 qualifications. Additionally, there is provision for staff to access training, such as fire safety, first aid and safe food handling. Most documentation required to safeguard children's welfare is in place and include all of the required information. However, the provision does not gain written parental permission at the start of placements to seek any necessary medical advice or treatment for children; this is a breach of Specific legal requirement.

Staff are clear about their role in respect of the child protection element of safeguarding. They know the four main types of abuse and can give appropriate examples of some signs and symptoms that would indicate children are at risk of abuse and neglect. They are clear about the procedure to follow to deal with child protection matters, such as keeping a record, only speaking to parents if it does not put children at further risk and know how to make child protection referrals. There is a clearly written procedure that provides guidance for staff and parents, including the contact numbers for agencies such as Children's Services and Ofsted. Additionally, the leadership ensures that all staff who have access to children are cleared through the Criminal Records Bureau vetting procedure.

The provision promotes equality well. Resources are appropriate to children's ages and are attractive to boys and girls. Key persons who work with the youngest children provide a direct link for parents to ensure that these children are being cared for appropriately. Children have ready access to a wide selection of resources, which encourages them to make purposeful choices about how they spend their leisure time. The safe maintenance of the physical environment increases children's confidence in making use of all of the available space.

Matters such as the standards of hygiene and fire safety are well addressed. The provision has started to use the process of self-evaluation; however, this is not yet an effective tool for ongoing internal review to assess what the provision offers against challenging quality criteria. For example, the provision communicates with parents and the school where children in the early years attend. It puts forward some strategies to deliver quality integrated care and learning for these children, however, there is no procedure in place to assess how well this is achieved. For example children's observation records provide very little useful information, they are simply a record of what children have done and are not linked to past achievements or the next step to help children to embed learning.

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

The provision plans and delivers many activities that ensure children experience play appropriate to their stage of development and that they experience learning across all areas. The layout of the playroom encourages the children to mix and to develop an understanding of each other. Children behave well. The culturally mixed provision provides opportunities for children to learn about different cultural experiences, as well as to value and respect themselves and others. This promotes inclusion and provides opportunities for children to learn from each other. Large and small group activities promote many aspects of children's communication and social skills. Through practical activities children learn to negotiate and compromise as well as to share and take turns, thus developing many good skills for the future.

A range of creative activities provides opportunity for children to explore their creativity and promote learning across the areas seamlessly. A wide range of mark-making activities using a variety of implements including felt tip pens, paint, water and chalk help children to develop their fine movements. They are learning to write for different purposes, such as to indicate their likes and dislikes in the provision. Children consolidate their understanding of problem solving through a range of puzzles, construction activities and various other games that include numbers.

Children are learning about different aspects of a healthy lifestyle through regular routines; for example, remembering to wash their hands before eating and learning that a balanced diet is important to their overall health. They enjoy a range of fresh fruits and salad vegetables daily as part of their snack. Water and sugar free drinks are freely available to the children, promoting self-care and independence. Additionally, they eagerly participate in a wide range of outdoor activities. They play freely in the fresh air and promote all areas of their physical development. They are increasing their fitness through activities that promote both large and fine movements, whilst having fun.

The safe management of the physical environment helps children to recognise the features of safe environments. Additionally, they regularly practise the evacuation procedure. They are learning to recognise slipping and tripping hazards, which

alerts them to tidy items away when they are not using them. Staff's calm and kind interaction with the children encourages them to talk to them and assures the children's emotional security.

The provision carries out some observations of children, however, the record provides very little useful information. The information is not used to embed, extend or support children's current interest. Therefore, although children are learning through play the current practice does not inspire confidence that individual children's learning and developmental experiences are tailored for them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Early Years section of the report 31/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the Early Years section of the report 31/03/2011