

Crazy Crackers @ St Bartholemews

Inspection report for early years provision

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EY366713

Inspection date

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Inspector

Sandra Ashworth

Setting address

St. Bartholomews C of E Primary School, Ash Street, Great Harwood, Blackburn, BB6 7QA

Telephone number

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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 Crackers Limited was registered in 2007. It operates from the infant hall and associated facilities within St Bartholomew's Primary School on Ash Street in the Great Harwood area of Blackburn. Children have access to a secure enclosed outdoor play area.

The out of school club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children aged from three to under eight years may attend the setting at any one time. It currently takes children from three to 12 years of age. There are currently 42 children on roll of whom 31 are under eight years. Of these six are within the early years age group. The out of school club is open each weekday from 7.30am to 9am and 3pm to 6pm during term time and operates a holiday club during school holidays from 7.30am to 6pm.

There are three members of staff who work directly with children. Of these, the manager and deputy manager hold a qualification at level 3 in early years and one member of staff is currently working towards a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and confident and have a strong sense of belonging in this fully inclusive setting. Practitioners engage exceptionally well with parents and carers and have an extensive knowledge of children's interests to ensure their individual needs are well met. Many of the resources are organised very well to promote exemplary continuous provision to offer choice and meet the needs of children. Excellent self-evaluation systems which involve all practitioners, children and parents ensures continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- make more freely available the outdoor equipment for children to use at their own leisure

The effectiveness of leadership and management of the early years provision

Practitioners are confident in the settings robust safeguarding policy and procedures and ongoing training is given high priority. Excellent systems are in place for the recruitment and vetting of practitioners to assess their suitability to

work in the setting thus ensuring the highest safety of the children. Robust risk assessments are carried out and children are encouraged to take part. They display a comprehensive awareness of safety issues and recognise and understand how to manage risk and keep safe. For example, children ask each other to be careful whilst swinging on the bars outdoors.

Excellent self-evaluation processes reflect the strong commitment the setting has to continually improve. Practitioners, children and parents are involved in developing the well-targeted plans, which have a highly positive impact on the setting and children's well-being and individual needs. The views of parents, carers and children are highly valued and contribute to enhancing the provision and improve outcomes for children. The recommendation made at the last inspection has been fully implemented. The setting draws on a full range of quality improvement tools to continuously improve. For example, an exceptional partnership with the local authority, local settings and achievement of a recognised quality assurance award ensures a high quality provision.

The setting has excellent relationships with parents and carers and they are very well informed about their children's time at the setting. On induction detailed information is gained from parents about their children's starting points, to help support staff to plan for children's individual needs. Well established channels of communication with the school the children attend successfully promotes their learning, development and welfare. The environment and resources are extremely well organised and deployed to promote and support children's enjoyment and achievement. Outdoors is popular with the children and although, there is a broad range of resources available for children to increase their physical skills, they are not always made freely available for children to use at their own leisure.

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

Children are very confident and have strong relationships with staff and peers. Children are independent and enthusiastic and demonstrate an extremely strong sense of belonging as they support others through activities. Practitioners have a robust knowledge of the Early Years Foundation Stage. As a result, excellent consideration is given to children's individual interests as well as their stage of development when planning activities. There is an exemplary balance of adult-led activities as well as freely chosen play. Systematic ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. Independence is encouraged and developed exceptionally well through tasks such as washing their own pots after snack and choosing toys and equipment for themselves. Children's achievements are celebrated, giving them the motivation to try for themselves. For example, children are supported extremely well, allowed sufficient time to practise and reinforce their skills during an activity with bats and balls.

The children show an excellent understanding of healthy lifestyles and hygiene procedures as they develop their own healthy snack menu's and follow rigorous hand washing routines. The setting are part of the 'Smiles for Life' healthy eating

scheme which recognises the strong commitment the setting have made to helping children adopt healthy lifestyles. Children benefit from the access to fresh air and the outdoor environment throughout the session, which contributes significantly to their health and well-being. Children build their confidence well as they competently use large and small physical play apparatus. All children are well integrated and carefully planned activities and an excellent range of resources provides positive images of diversity within society. For example, the celebration of various festivals and food tasting enhances the children's awareness of the wider world.

Children's communication, language and literacy is supported extremely well. Children build excellent foundations for early literacy through having daily opportunities to make marks, make sense of visual signs and symbols. Children develop a keen interest in books because staff are skilled in encouraging children to enjoy stories, which capture the children's interest. Children benefit from time to develop spoken language and develop their listening skills through sharing conversations in their play and interactions.

Children's problem solving, reasoning and numeracy is fostered extremely well. Children have sufficient time, space and encouragement to discover and use mathematical ideas, concepts and language during their play. For example, children show a keen interest in counting, recognising numbers, problem solving and calculation during the daily routine such as when they eat their snack and whilst playing in the pretend travel agents. Children are active, inquisitive and independent learners, which contributes significantly to helping children develop excellent skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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