

# Crazy 4 Kids After School and Holiday Club

Inspection report for early years provision

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<b>Type of setting</b>	Childcare - Non-Domestic

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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 4 Kids After School and Holiday Club was registered in 2011. It is one of two clubs run by Managers R Us Limited, operating across four schools. The club operates from the community room within Hardingstone Primary School in Hardingstone, Northamptonshire. The club is open to children who attend Hardingstone Primary School. There is disabled access to the premises and there are secure outdoor play areas used by the children. The provision is registered by Ofsted on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The provision may care for up to 24 children at any one time, of whom none may be under three years old. There are currently 17 children on roll, of whom 3 are in the early years age group. The club is open each weekday before school from 7.45am to 9am and after school from 3.30pm until 6pm. It intends to open during school holidays and teacher training days from 8am until 6pm. The service provider regularly oversees the work of three members of staff, of whom all hold appropriate childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Crazy 4 Kids is a newly-established childcare provision, focussing on ensuring that each child goes home having had a fun and stimulating time at the club. Children are very happy at this lively, friendly and inclusive club where staff put children first and the Welfare Requirements are mostly met. Children benefit from continuity of care because staff have friendly relationships with their parents, and partnership working with the school has established well. The service provider and her staff work well together and all documentation is in place to support children's welfare effectively. They are committed to evaluating their provision and to looking for ways to continue to develop their practice.

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

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

- ensure that the identity of any visitors is verified before admitting them to the premises
- extend children's opportunities to develop positive attitudes to diversity with respect to different cultures.

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

The service provider has a good knowledge and understanding of play work and is striving to embed good practice in her setting. She has a clear vision to provide children with a place where they can have fun, make friends, feel valued and have the opportunity to explore and grow through a range of play activities and

experiences, facilitated by a qualified staff team in a safe environment. Safeguarding children is top of the agenda in this setting because staff implement policies and procedures consistently. They believe that children have the right to be completely secure from both the fear and the reality of abuse and they are committed to protecting all the children in their care from harm. Robust employment procedures are in place to ensure that all staff are suitable to work with children. For example, when recruiting staff, all pre-employment checks are carried out and references are contacted prior to the member of staff starting. Children receive care in a mostly safe and secure environment because the manager has a clear understanding of risk assessment, which is recorded appropriately. Fire drills have been practiced recently, but the identity of visitors is not always checked before admitting them to the premises, potentially compromising the safety of children and staff.

An effective key person system is in place and staff work closely with parents to ensure that they are aware of children's particular needs. An informative noticeboard helps parents to be aware of club activities. Children benefit greatly from care and support from enthusiastic staff who hold good levels of qualification in play work. They use a stimulating range of resources, both indoors and outside. In all weathers, they make appropriate use of the school hall, the playing fields, the trim trail and the playground. There are no children attending who have identified special educational needs and/or disabilities. The owner and the manager fully understand the importance of working in partnership with others involved in the daily care of the children. The school shares information about topics covered in the classrooms and effective partnership working with the on-site primary school has been established.

Staff, parents and children are all invited to participate in the self-evaluation process. For example, children have written comments in the children's comment's book, stating that they enjoy playing with the racing car game on the games console. A day-to-day diary system is in place to support reflective practice, a staff communication book secures continuity of care for children and a formal self-evaluation document has been prepared by the service provider and shared with staff. Staff recognise that there is scope to extend children's opportunities to develop positive attitudes to diversity with respect to different cultures. Parents spoken to when collecting their children confirm that they are very pleased with the service provided and value the help with their working hours.

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

Staff have a clear understanding of children's learning needs at this time of day and involve children in choosing interesting and varied play opportunities that balance the activities they have enjoyed at school. There are options for both free play and planned activities and staff ensure that all areas of learning are included. Children of all ages mix together happily and older children are very considerate of the needs of the younger ones when they are playing together. Consequently, children develop as independent, confident learners.

Planning around the six areas of learning is carried out weekly, with differentiated activities offered to meet the needs of all the children who attend. The club offers a wide range of experiences focused on giving the children stimulation, as well as offering them learning opportunities in an unstructured open context. Children are free to choose whether they engage with the experiences that are being offered or they may choose to use other equipment or another part of the school. For example, when the outside area has been secured after the end of school, staff assist young children to use the monkey bars on the adventure play area and organise a group game of football in response to requests from children.

Children take part in many interesting and varied activities. Children develop letter formation and writing skills at the writing table and search for words relating to Guy Fawkes Night that are hidden in the grid. They make chalk pictures and visit the school library to discover the beginnings of Bonfire night. Children create their own bright and sparkling bonfire pictures using different coloured paints and glitter, and construct rockets and Catherine wheels using a range of materials. Children are able to share their experiences of Halloween and discuss what makes them feel scared and they cooperate together to build dens and create their own hiding area, using boxes, tables and blankets. Plans show that children will discuss their experiences of bonfire displays and talk about how to stay safe around fire using the fire work code. There is an opportunity to put this into practice staying safe when they use sparklers. Children follow a recipe and measure out quantities whilst making Halloween Fairy cakes and consolidate their knowledge and understanding of mathematical language through play with the cars, garage and play with ramps and tubes.

Children develop large motor skills when playing physical games on an interactive games console, bench ball, parachute games, ball skills and create their own obstacle course with the sports equipment. They spend plenty of time outside in the fresh air being physically active in the school grounds and on the adventure play equipment. Staff make every effort to create a tolerant and caring environment where bullying behaviour is not acceptable. They discuss the issues surrounding bullying openly, including why bullying behaviour will not be tolerated and what the consequences of bullying behaviour will be. Healthy hygiene habits are promoted because children know that they must wash their hands before snack. Tired children can rest and relax in the book area with cushions if they wish. A six weekly rotating menu of appetising snacks are accompanied with a fresh fruit platter and water or milk for children to drink to encourage a healthy lifestyle.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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