

Crack-a-Jacks Out of School Club Limited

Inspection report for early years provision

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Inspector

Anne Archer

Setting address

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Type of setting

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.

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Description of the setting

Crack-a-Jacks Out of School Club was registered in 2011. It operates from a classroom within Walgrave Primary School in Northamptonshire. The club also has access to the school hall an outdoor play area and associated facilities.

The club is open each weekday afternoon during school term times from 3pm until 6pm and during school holidays from 8am until 6pm.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children aged from two years may attend the club. There are currently 26 children on roll of whom four are in the early years age group.

The owner/manager and her deputy both hold childcare and play work qualifications and there are two bank staff who can be called upon to help.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Crack-a-Jacks Out of School Club is a relatively new setting. It provides a safe, secure and welcoming environment where children enjoy their play. Safeguarding systems are good as are partnerships with parents, carers and others. The owner/manager and her deputy are reflective practitioners who have a growing awareness of the provision's strengths and areas for development. As a result, capacity to make continued improvement is good.

What steps need to be taken to improve provision further?

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

- develop ways to more effectively include children and their parents in the club's evaluation process.

The effectiveness of leadership and management of the early years provision

The club is effective in helping children to feel welcome and safe. Thorough checks ensure that those left in charge of the children are suitable for their role. The manager and her deputy are very knowledgeable about safeguarding, including, their roles and responsibilities should they have concerns about a child attending the club. Identification of visits is checked on arrival and a record is kept of the times they are present. Complaints procedures are shared with parents through documentation and discussion. Policies and procedures have been reviewed since

opening to ensure they reflect the practices within the club and will be reviewed annually, or sooner, if anything changes.

The effectiveness of the club's engagement with parents and carers is good. Displays and newsletters help to keep them informed of future events and what the children are doing. The manager and her deputy have established friendly working relationships with parents and carers, particularly those of the younger children and information is shared when children are collected.

Procedures for sharing information with other providers of the Early Years Foundation Stage, such as, the on-site pre-school and the Reception teacher, are established and support children's welfare and learning. Staff learn about children's individual needs, initially from the registration documents that parents complete and later, from their discussions with the children themselves. This enables them to ensure that they put practices in place to meet each child's individual needs.

The accommodation is suitable for purpose and staff strive to provide a stimulating environment, with opportunities for those children who choose to relax, to do so. Resources and toys are suitable and safe for the age range attending the club.

Risk assessments are conducted on all areas and equipment that the children may come into contact with and effective action is taken to minimise potential risks. Health and safety checks are carried out before each session and staff are vigilant throughout the session to maintain children's safety.

Capacity to maintain continuous improvement is good. The manager and deputy have already carried out an evaluation of the club and devised an action plan to bring about improvement. Both are reflective practitioners who evaluate each session, take note of the children's views and implement change to improve outcomes.

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

Children aged from two to 13 years may attend the club, although, most are aged up to 11. Children are settled and content in the familiar surroundings. They are keen to take part in activities the staff plan for them, taking note of their interests and requests and also to initiate their own play with the toys and resources which staff set out before children arrive.

Children are encouraged to make choices about the activities they participate in and planned activities reflect their current interests or local events. Staff make observations of the early years children as they play and assess their progress towards the early learning goals, using this information and details provided by the children's other Early Years Foundation Stage providers.

Children are able to express their feelings and thoughts to staff knowing they are valued. They understand the club routines and what is expected of them with good support from staff. There is a steady buzz of sound as busy children settle down

quickly to their chosen activity. Children's behaviour is good and there is a warm interaction between staff and children. Older children support their younger friends, such as, when on the climbing frame, offering advice on where to place feet to be secure. Children are involved in devising the club rules and as a result, quickly respect them when reminded.

Children learn about the importance of adopting a healthy lifestyle. They relish the opportunity to play outdoors on the equipment or be involved in games. Children enjoy the varied snacks provided for them which always include a choice of sliced fruits and vegetables.

The club's procedures to avoid cross-infection, include, effective hand washing procedures and if a child becomes ill during a session or are unwell when they are collected from school or pre-school by staff, their parents are contacted and asked to collect them early. Staff make the child as comfortable as possible in the relaxation area until they are collected. Staff hold current paediatric first aid certificates and have access to first aid equipment to enable them to deal with minor injuries and accidents.

There is a selection of books which children chose themselves on a visit to the library. Older children often read to the younger ones or they may all sit together and listen to an adult read to them. Children join in with action songs and rhymes. There are art and craft activities and a varied range of dressing up clothes to support children's creative play.

There are many activities which support children's future learning. The imaginary play area is sometimes a travel agency which sparks discussions about holidays to different parts of the world. Children develop numeracy and reasoning skills when helping to sort and count the cones in the outdoor play area. They learn how to use communication technology when taking pictures with the club camera, operating the dvd player or playing computer games.

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

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

The quality of the provision in the Early Years Foundation Stage	2
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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