

# Crackerjax

Inspection report for early years provision

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**Unique reference number**

EY331080

**Inspection date**

30/05/2012

**Inspector**

Sarah Taylor

**Setting address**

Aspull Church School, Bolton Road, Aspull, Lancashire,  
WN2 1QW

**Telephone number**

07731848162

**Email**

**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**

Crackerjax is a privately operated out of school provision. It re-registered and opened in 2005. It operates from the hall, classrooms and two resource areas within Aspull Church Primary School, close to Aspull village centre. A maximum of 40 children may attend the setting at any one time. It is open each weekday from 7.50am to 9am and then 3.30pm to 6pm during term times and from 7.50am to 6pm during school holidays. Children have access to a secure outdoor play area.

There are six staff who work with the children. The manager holds a qualification at level 5 in early years, two staff hold a qualification at level 4 in early years and three staff hold a qualification at level 3 in early years. The setting supports children with special educational needs and/or disabilities.

The setting is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 67 children on roll, of whom 40 are within the early years age group.

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

Overall the quality of the provision is good.

The quality of the provision is good. Children's welfare is promoted well and all children are fully included and their individual needs met well. Effective partnership with parents, carers and the school promote coherence and joined up working. Children make good progress in their learning and development, they particularly enjoy learning about the natural world, develop a positive approach to being healthy and physical exercise. The environment and organisation of resources is mostly effective in supporting children's learning and enjoyment. The capacity to maintain continuous improvement is good and self-evaluation mostly effective.

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

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

- develop further the self-evaluation process to more fully include the views of parents and carers
- make resources more easily accessible to increase children's independence and choice in selecting activities.

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

All staff have completed up to date safeguarding children training and demonstrate a secure understanding of safeguarding issues and procedures. There are effective procedures in place to ensure adults caring for children are suitably vetted,

inducted and experienced. All the required records, policies and procedures including written risk assessments, help secure children health, welfare and safety.

Parents receive regular information and daily feedback from the staff and regular parents evenings ensure that they are fully involved in their children's learning and development. Leaders and staff have a clear overview of the clubs strengths with clear actions plans in place for areas of further development. Parents are consulted about the service through annual questionnaires but are not fully enough involved in the ongoing self-evaluation process to contribute their ideas in helping shape the service. The motivated staff team are supported well to raise their skills through regularly accessing purposeful training, such as a sign language course.

The staff team create a welcoming and inclusive environment, in which to care for the children. They know the children and their families well and are fully aware of the children's backgrounds, individual needs and parent's preferences. Children with special educational needs and/or disabilities are supported well by experienced staff who use effective strategies to ensure children receive good support. For example, regular meetings are held with the school to share information about the children's care and education and they work collaboratively with other professionals.

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

Staff have a thorough understanding of how children develop and learn. Planning and assessment records are securely rooted in the Early Years Foundation Stage. Planning clearly promotes all areas of learning and responds to individual children's needs and interests. The system for assessing and recording children's development accurately identifies children's achievements, progress and promotes their next steps in learning.

Children engage in a good range of activities to support their mark making skills, such as using crayons, felt pens, pencils and paintbrushes. Children confidently use one handed tools and equipment and more able children can write their own names and enjoy doing this at self-registration. Children make good progress in all areas of development because staff are skilled in encouraging children to enjoy and extend their learning through play. Children's personal, social and emotional development is supported well. Children learn to care for their environment, resources and are developing a positive attitude towards others. Children access a broad selection of resources, which reflects positive images of race, gender and disability. However, all resources are not easily identified as they are stored in boxes and this hinders children's independence and choice in selecting activities.

Children are developing a good understanding of the natural world. For example, children recently had fun planting seeds and taking part in a topic about 'light and dark'. The staff are good role models and as a result, children are well behaved. Positive strategies such as receiving awards during the 'star of the week' programme and receiving certificates for good behaviour, reinforces positive behaviour. Children develop good skills for the future as they become effective

communicators and independent learners. Children show an increased confidence in using the computer, camera, compact disc player and programmable toys.

All staff are fully aware of children's individual dietary requirements and preferences which are discussed in full with parents and met well. Children attending the breakfast club benefit from healthy cereals, fresh fruit, yogurt and wholemeal toast. Mealtime at the after school session also incorporate healthy choices, which are thoroughly enjoyed by the children. Planned activities such as growing and harvesting vegetables introduce children to the importance of fresh produce and healthy ingredients. Children have good opportunities to be active and physical as they use the extensive outdoor play 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

<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

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

<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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