

Crazy Chimpz Holiday Club

St. Bartholomews School, Sedgley Road, WOLVERHAMPTON, WV4 5LG

Inspection date

02/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and eager to learn. They benefit from a wide range of fun activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- Children feel safe and secure. Staff provide a caring environment where children are encouraged to share their experiences from school and home.
- Children have a good understanding of acceptable behaviour as staff are good role models for them. In addition, their views are valued and listened to within the provision.
- Children gain an understanding of a healthy diet and physical exercise as staff are competent in managing children's needs to their ages.

It is not yet outstanding because

- Staff have not yet developed their procedures to effectively involve parents fully in the self-evaluation.
- Opportunities for children to see and extend their learning in mathematics have not yet been fully embraced. Staff do not always make good use of opportunities to enhance and extend children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two rooms and outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector looked at planning documentation.

Inspector

Lesley Bott

Full Report

Information about the setting

Crazy Chimpz Holiday Club was registered in 2011 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a portacabin in the grounds of St. Bartholomews School, Penn, Wolverhampton. The holiday club serves the local area and has strong links with the school. There is an enclosed area available for outdoor play.

The holiday club opens Monday to Friday during school holidays. Sessions are from 8.30am until 6.00pm. Children are able to attend for a variety of sessions. There are currently 40 children attending who are in the early years age group and aged up to eight years.

The club employs two members of child care staff. Of these all hold appropriate early years qualifications. The club receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the self-evaluation process to take into account the views of parents in order for them to be fully included in their child's learning and the development of the club
- expand opportunities for children to further develop their interest in mathematics.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled within the setting. They can make choices about what they want to do, and select from well-sourced equipment and resources. As a result, they are developing skills to help be prepared for the next stage in their learning. Play and learning are promoted effectively by the staff through a broad educational programme that takes into account the areas of learning. This ensures that activities meet children's needs and challenges their learning to enable them to make progress. Staff identify that children are making good progress in their chosen play, and illustrate the different activities they have taken part in. Parents are involved in their child's learning through daily updates from staff.

Children enjoy creative activities, and the opportunity to select their own resources. Skilful support from staff enables them to develop their imagination as they add glitter and 'pom-poms' to decorate their calendars. Children's confidence is developing as staff talk to them about their work, helping to promote their self-esteem.

All staff have a good knowledge and understanding of the children's interests to ensure that effective learning takes place. They support this with resources that children will enjoy and also help to provide a challenge. For example, older children have the

opportunity to develop their computer skills as they independently complete various educational programmes.

Children are supported in developing their communication and language skills as they easily chat together and with staff during activities. However, children do not always have scope to fully embrace mathematics within their activities. For example, there are few pictures and displays to support children's developing understanding of mathematics within the setting.

The contribution of the early years provision to the well-being of children

Children's physical skills are challenged through daily use of the outdoor area. They increase their confidence as they balance and use their skill on the large playground equipment and enjoy playing hide and seek. 'I will be the robber', said one child. Continuity of care is promoted as staff work closely with the school and parents ensuring that they are fully aware of the setting's opening times during the holiday period.

Children develop good self-care skills. For example, children access their coats and hats as they prepare to go outdoors, and all the children take part in 'tidy-up' time, knowing where equipment is stored. Established routines ensure that children's confidence is growing. For example, children know to wash their hands before meals. Children collect their lunch boxes and sit together with staff to enjoy their food. They chat about healthy eating and the importance of physical exercise as they point to various fruits and vegetables from the healthy eating display.

Staff are good role models and children learn to behave well and play co-operatively. For example, older children work with the younger ones, taking turns to use equipment and share craft materials. An effective key person system is in place, and staff are aware of what children like to do. Staff make sure that children are happy, settled and take part in the activities on offer so their emotional well-being is met.

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

Staff consistently ensure that children's safety is well promoted. They have a good knowledge and understanding of their responsibility in meeting the safeguarding and welfare requirements. Planning is based on children's interests as staff discuss with them what they would like to experience while at the setting. This is then monitored by management to ensure that the quality of planning meets the individual needs of the children who attend. Effective risk assessments are in place and a daily check list identifies and minimises risks to children. For example, visitors are requested to show identification and complete the visitors book on arrival.

The self-evaluation of the setting is still to be fully consolidated. Views of parents are not consistently included in planning for improvement. This means that opportunities are being lost to incorporate their views in making improvements to the provision as it strives towards excellence. Staff have the opportunity to complete training to keep up-to-date with their professional development. As a result, all staff hold first aid qualifications and have attended child protection training to improve children's well-being.

Parents and carers know and understand that they can discuss their child's individual needs at any time with the key person. Regular information letters keep parents fully informed of planned activities scheduled for the holidays to ensure they are fully informed. Effective partnership working is in place with external agencies, as the setting links to the school and has a good knowledge and understanding of the importance of partnership working.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY437072
Local authority	Staffordshire
Inspection number	797970
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	Jasvir Sahota
Date of previous inspection	Not applicable
Telephone number	07904 801065

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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