

Crazy Kids @ Walnut Tree

Heronsbrook Meeting Place, Lichfield Down, Walnut Tree, Milton Keynes, Buckinghamshire, MK7 7PG

Inspection date

22/02/2013

Previous inspection date

24/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 enjoy a range of activities that support their learning and development. The choices they make about what they play with, means they remain engaged throughout their time at the club.
- Staff know how to encourage children's good attitudes to learning. They know when it is appropriate to step back and allow children to take the lead and when to offer support. Consequently, children experience good levels of challenge and independence.
- Staff use their knowledge and skills to support children to enjoy a range of tools. For example, during craft activities children use staple guns and scissors. This helps them to develop their physical skills while also managing risks for themselves.
- Self-evaluation is very effective in bringing about improvements for children because it involves the views of all concerned, such as children and parents.
- The club implements a well embedded policy relating to the safe use of e-technology. As a result, children are becoming aware of how to use technology safely and how to protect themselves.

It is not yet outstanding because

- There is scope to increase all children's participation in computer activities and games. For example, by recording scores on a leader board and encouraging group tournaments.
- Children's early reading is not always fully promoted as resources to support this such

as, labels, name cards and play equipment is not readily available at all times.

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 sought the views of parents and children through discussion.
- A meeting was held with the club owner to discuss self-evaluation.
- The inspector and owner of the club carried out a joint observation.
- The inspector observed staff interaction with children during play activities.
- A sample of documentation was seen to confirm legal requirements are being met.

Inspector

Hayley Marshall

Full Report

Information about the setting

Crazy Kids @ Walnut Tree registered in 2003. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The out of school provision is privately owned. It operates from two rooms in the Community Centre in Walnut Tree, Milton Keynes, Buckinghamshire. The provision opens weekdays all year

round. Sessions are from 7.30am to 8.40am and 3.10pm to 6pm term time and 8.15am to 6pm during the school holidays. All children have access to two enclosed outdoor play areas. There are currently 45 children on roll, aged from four to 11 years; of these, two are in the early years age group. Children aged up to 16 years can attend during school holiday periods. Children attend for various sessions and they are all full-time pupils at local schools. The provision supports children with special educational needs and/ or disabilities and who speak English as an additional language. There are five staff who work directly with the children. One member of staff has Qualified Teacher Status and three staff are qualified at level 3 in childcare and playwork. The club works closely with local authority development workers.

What the setting needs to do to improve further

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

- support children's emerging interest in reading by introducing labels, name cards and opportunities for children to read for purpose in the environment
- provide further opportunities for children to reflect on successes and achievements by encouraging group participation in computer games.

Inspection judgements

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

Children experience a good range of activities at the club that generally support their learning and development very well. Staff have a strong understanding of how to provide the right support for children's needs. They know when they need to step back and allow children to follow their own ideas and when to intervene and support them. This means that children develop positive attitudes towards learning and experience challenge in their play. Staff are aware that children need to have an element of control in their environment. They use every opportunity to allow children to make choices and so follow their own interests. This allows children to remain engaged and excited by what they do at the club.

Children enjoy physical activities that support their development of large muscles. They play team games such as football and also attend a local play park. Children develop their smaller muscles through activities such as making pictures from craft beads and face painting each other. These activities also support their creativity and imagination as they create using their own ideas.

Children freely express themselves and ask staff for activities they would like to play with. They are confident to talk about their likes and dislikes and hold conversations with each other and staff. Children accompany their play with commentary and storylines as they develop their ideas and play together. They enjoy engaging in role play such as, shopkeepers. Activities engage children's imagination, but there is scope to develop their literacy skills further. Currently, children are able to select books to read but there are fewer opportunities to read print in their play. For example, there are no signs and labels in role play or menus for children to read.

Children work together well and all children, including those with additional needs and those who learn English as an additional language, make good progress. This is because staff are very aware of children's individual needs and ensure that activities follow children's interests. Children's prior learning at school is built upon effectively by staff who take time to plan exciting activities that children enjoy. Staff encourage parents involvement in children's learning and development and discuss what children enjoy doing at home. This helps parents to continue to support children's learning effectively. Children bring in music they would like to play at the club and talk about television programmes they watch. This helps staff to build links between the club and home which helps children to experience continuity in their care.

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

Children settle into the club quickly. They are eager to arrive and greet staff warmly. This is because the staff develop trusting relationships with parents who value the flexible care the club provides. Children form close relationships with each other and play together well. Staff build strong relationships with children and are respectful of their wishes. For example, children sometimes want to play by themselves and do not want staff to join in. When children need staff they ask for their help and are keen to help them with activities such as preparing snack time.

Children play together well and take turns. They understand they must wait until someone finishes an activity before they may have a go. The computer is very popular with children, especially boys who play action games and can dominate the play. Children benefit from learning how to operate technology and by moving their bodies as they balance and compete with the computer. However, at times this means that children play in an isolated nature for periods of time. There is scope to develop all children's enjoyment of computer games by encouraging children to compete with each other such as, by introducing a leader board. Children behave very well because staff make them aware of the 'golden rules' of the club. Staff trust children to use tools safely. This is because good levels of staff supervision means that they can use staple guns, scissors and other tools independently. Children rise to the responsibility and handle equipment safely. This helps them to begin to manage risks for themselves and increases their confidence.

Children learn about the world around them in a meaningful way. Activities help them to understand about differing festivals and parts of the world. This means children begin to

learn tolerance and understanding of diversity. Consequently, all children feel safe and secure at the club as there is culture of acceptance. Children play outdoors freely throughout the session. This, along with their healthy eating programme, means that children gain a very good understanding about how to lead healthy lifestyles. Children explore their local environment through going on walks to the local shop and by going on trips in the school holidays. This helps children to enjoy activities away from the club that further support their learning and development.

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

Staff are fully aware of their responsibilities in keeping children safe. A thorough induction checks the suitability of those who work with children. Staff are aware of the signs and symptoms that might cause them to be concerned about children's well-being. They understand the action they might take should they have such a concern. Staff assess risks to children and take steps to minimise these. This is especially effective for minimising the risk to children from technology. Staff know how to handle digital images safely and what action to take to reduce the risk posed by mobile phones. They share this good practice with children who themselves use technology as part of their everyday lives. This means that young children develop an awareness of how to feel safe and respond if they feel threatened. Bullying awareness activities help children to report anything that makes them feel unhappy.

The club has made positive improvements since their last inspection. Recommendations have been fully addressed and staff are ambitious in continuing to improve the quality of care they offer to children. Self-evaluation places children at the heart of all issues that concern them. Staff seek their views about all matters including how to spend budgets and what activities to plan. Children suggest what they think will make the club better and staff value what they say. The staff equally involve parents and seek their views through questionnaires and discussion. When parents identify a need, such as more flexible hours of attendance, the club obliges. This means that parents receive the care that best suits their needs and children are happy and content. Staff work closely with local authority advisors who support audits to reflect upon all aspects of care the club provides. This is effective in identifying strengths and weaknesses. Staff address areas of weakness and make action plans to further develop their good practice.

The strong leadership of the club means that staff are clear about their roles and responsibilities. Training helps staff to develop their knowledge and skills and share their learning with the staff team. Meetings help staff to work cohesively and this consistent approach means the staff team is strong and work well together. Staff plan well to meet children's needs. They draw upon their individual strengths and interests to provide a range of challenging play and learning opportunities for children. Staff assess children's development through observation and plan for children's next steps in learning. Efficient information sharing with local schools help staff to further develop children's learning at the club. This means that children progress well as their learning and development is complemented by attending the club. Parents are very happy with the care that the club

provides. They feel confident in the staff and feel they go the 'extra mile' to support them and their children to feel happy.

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	EY273455
Local authority	Milton Keynes
Inspection number	814633
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	45
Name of provider	Crazy Kids Childcare Services Limited
Date of previous inspection	24/01/2011
Telephone number	07952 242305

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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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