

Crazy Chimpz Holiday Club

Woodfield Infant School, Woodfield Avenue, Penn, WOLVERHAMPTON, WV4 4AG

Inspection date

01/08/2013

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

- The key person system supports good engagement with all parents and carers and ensures that they are kept well-informed about their children's achievements and progress at all times.
- The partnerships with parents and other providers ensure positive experiences when children move between the setting and school.
- Children demonstrate that they are happy and form close relationships with the staff and their peers. They are provided with warm, caring relationships, which promote their emotional well-being and enable them to settle well into the setting.
- Children make good progress in relation to their starting points and capabilities. The staff provide a range of activities and resources that support children's current and ever changing interests.

It is not yet outstanding because

- There is scope to extend the ways in which children can make informed choices about their activities by enabling them to help themselves to a wider range of resources.
- Some opportunities to further promote children's independence and self-care are not utilised to their full extent. For example, children are not encouraged to pour their own drinks during mealtimes.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 scrutinised a range of documentation; risk assessments, policies and procedures, staff suitability, registration forms and registers.
- The inspector took account of the views of children and parents spoken to on the day and held discussions with the provider and members of the childcare staff.
- The inspector observed activities in the main play areas used by the children.
- The inspector undertook a joint observation with the manager.

Inspector

Mary Henderson

Full Report

Information about the setting

Crazy Chimpz Holiday club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Woodfield Infant School, Penn, Wolverhampton. The club serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The club employs three members of child care staff. All hold appropriate early years qualifications at level 3. The club opens Monday to Friday during school holidays. Sessions are from 8.30am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending, 10 of whom are in the early years age group.

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 self-initiated learning further by ensuring that they have informed choices through a range of strategies. For example, the use of a pictorial catalogue of the resources on offer, as well as those resources they can see around them
- build on everyday opportunities to encourage children further in developing their independence by, for example, allowing them to pour their own drinks throughout the session.

Inspection judgements

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

The staff provide a good range of activities to stimulate children's interests across all areas of their learning. The staff have a good knowledge base of the seven areas of learning, which enables them to effectively observe, assess and monitor the children's progress. As a result, children make good progress towards the early learning goals from their identified starting points. The staff talk to parents and carers about how they can further support children's learning at home. Two-way information is shared between the key person and the parents to ensure consistency and continuity for all children. Parents have free access to all written information about their child's learning and development. This keeps them fully informed about their child's care and learning at all times. Parents are asked about what their child can already do at home and in their school setting, thereby helping to identify children's starting points on entry. Children themselves are asked about their interests so that the staff can provide resources and equipment to meet their needs and requests.

Children's communication skills are good because their key person and other staff within the setting, spend time talking to them. The staff ask open questions and encourage children to think about and comment on what they are doing as they play. This helps the children to achieve expected levels of development. Children show good levels of confidence and self-esteem as they laugh and giggle with their peers and the adults caring for them. They make choices about what they want to do during child-initiated play times. However, younger children's informed choices are at times more limited because there are some resources housed in boxes under the tables that they are unaware of. This may at times lessen their otherwise good choices.

Children like to chat to their peers as they play games. They are aware of numbers in the environment as they identify the days of the month, recognise which numbers represent their house number and their ages. Children are praised by the staff for their achievements, thereby encouraging them to be motivated to extend those skills. The staff provide the important resource of time for children and join in with their games so that children feel secure and safe. Children's physical skills are developing well because they have ample space to run around in the fresh air on the school field. They play ball games in small and large groups and use resources such as hoops to extend their physical development. Indoors the children also like to be involved in dancing to music and use resources such as the skittles, enjoying turn-taking and keeping score. Children have a go at writing their name on their own work. They enjoy good access to the computer programmes, which supports their interest in information communication technology.

The staff join in with the children, being positive role models, so that children continue to be motivated during their chosen play. Children independently move around the space and play with their peers. However, although they have lots of opportunity to be independent through making choices, the staff pour their drinks for them, thereby missing the opportunity to extend children's independence at all times. Staff praise the children's efforts at every opportunity and share achievements with other staff to raise the children's feelings of belonging to the setting. This also supports children's school readiness. The staff provide a good balance between child-initiated and adult-guided activities. This supports children's learning across all areas.

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

The children feel secure because the key person system is effective in helping them to feel confident and happy in their surroundings. Children's needs are well-met as all relevant information is obtained from parents to support their well-being. Children show that they feel safe in their environment as they laugh, giggle and have fun with their peers. This ensures that children develop strong attachments with other children and the adults that care for them. Children enjoy the company of their peers as they negotiate the rules of familiar games or seek support from the staff around them when needed. For example, younger children are learning about the rules of board games and how to take-turns.

Children show good levels of consideration as they say 'please' and 'thank you' to one another during such times. Children demonstrate that they have a good awareness of the

importance of hygiene as they independently wash their hands after visiting the toilet and before they eat. Staff ensure children are fully encouraged to be involved in physical activity because they make this fun. Children are learning about a healthy lifestyle as they build salad boxes from various ingredients, use their senses to explore such as smelling the various coloured peppers and tasting lettuce leaves. The staff talk to the children about how such foods provide vitamins which are important for their growing bodies.

Children's self-esteem is raised consistently because the staff praise them for their positive behaviour and cooperation in activities. Children's moves to other groups and settings are managed well by the staff. There is a good liaison between the children's key person and all other providers caring for the children, including other settings. This ensures that children's needs are identified and met. Staff support children's move between the setting and school through encouraging their independence throughout the session. The staffing arrangements are fully effective and ensure close supervision of children, so that they are kept safe while they learn about taking risks. Children learn about personal safety as they discuss the strategies they use to cross the road safely. Children practice the evacuation procedures with the staff, which also promotes their understanding of personal safety.

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

All those in charge clearly understand their responsibilities in meeting the requirements of the Early Years Foundation Stage and there is an obvious drive for increasing the quality of practice. Children's safety is given a high priority because there are rigorous risk assessments in place to ensure that all areas and equipment are checked each day. This helps ensure children's safety and well-being. The staff are fully informed about the child protection procedures to be followed in line with current policies and they know who to contact about concerns. Rigorous recruitment and induction procedures ensure that all adults working with children are suitable to do so. All staff benefit from supervision monitoring sessions to identify where support is needed to improve their performance. This in turn promotes better outcomes for all children. There are regular management and staff meetings held to discuss and review practice.

The management and staff teams work closely with one another and they have familiarised themselves with the learning and development requirements of the revised framework. This ensures that they can accurately assess the educational programme, including the planning for children's progress. This further ensures that there are no gaps in children's learning and development.

The parents contribute to the identification of their child's learning and developmental starting points and they have access to all information about their child's learning. This ensures that they are fully informed about their child's achievements and progress over time. The staff provide parents with information about their child's experiences in the setting. Parents comment on the warm relationships between their children and their key person, and how their children enjoy the company of children the same age and those

that are older. Parents have free access to the policies and procedures of the setting at all times. Partnership working with other agencies ensures that children's needs are fully identified and met. The self-evaluation systems in place have high levels of positive impact on the provision as a whole. As a result, the improvement plans in place ensure changes benefit all children on roll.

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 action. 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	EY458375
Local authority	Wolverhampton
Inspection number	900613
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	52
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, which are usually the childminder's 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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