

# Crazy Crackers Ltd

Salesbury C of E Primary School, Lovely Hall Lane, SALESBURY, Blackburn, BB1 9EQ

<b>Inspection date</b>	13/11/2013
Previous inspection date	26/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Staff are secure in their understanding of how children learn. They provide good levels of support. This results in children making good progress given their starting points.
- Children are happy and enjoy what they are doing. They are well-cared for and their emotional well-being and healthy lifestyle is effectively promoted. Consequently, they model good behaviour, eat healthily and feel safe and secure.
- Staff keep children safe and secure in an inviting and stimulating environment. They are fully aware of their responsibilities to safeguard children's welfare. As a result, children are well-protected from harm.

### **It is not yet outstanding because**

- Some parents are not always familiar with who their child's key person is. Consequently, there is room to improve partnerships.

## 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 spoke with the children and staff throughout the inspection.
- The inspector observed the children engaged in activities in the playroom, outdoor area and the large hall.
- The inspector met with the provider and manager and discussed a range of subjects.
- The inspector spoke to parents as they arrived to collect their children and looked at written comments recorded on questionnaires.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

Crazy Crackers Out of School Club was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by Crazy Crackers Ltd and is one of three settings. It operates from rooms within Salesbury C of E Primary School in Salesbury, Blackburn. Children have access to the nursery room, library, school hall and many other areas within the school premises. There is access to the school playground for outdoor play. The club serves the school and is accessible to all children.

The club is open each weekday from 7.45am to 9am and 12pm to 5.45pm during school term times. During school holidays, the group operates each weekday from 7.45am to 5.45pm. Children attend for a variety of sessions. There are currently 80 children on roll, 16 of whom are in the early years age group. There are six members of childcare staff working with the children, all of whom hold appropriate early years qualifications at level 3 or 2.

### What the setting needs to do to improve further

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

- strengthen the partnership arrangements with parents, to ensure that all parents are fully aware who is their child's key person.

### Inspection judgements

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

Children are happy and eagerly join in the club activities. This is because staff encourage children's active involvement in planning and leading their own play. These skills are essential in supporting their positive attitudes towards learning when at school. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and ensure that the children's interests are used as a basis for future learning. Staff assess children's progress regularly to ensure that children make good progress towards the early learning goals and are acquiring the skills to support the next steps in their learning.

Children enjoy being creative, both with craft materials and bead decorating sets. They design their own display boards around the nursery room and have designed a firework

display board. Children use their imagination and creativity as they decorate various animal and flower shapes with the small coloured beads. The role play and dressing-up is also a favourite, for example, children dress-up as their favourite superhero. They act out scenes and share dialogue with each other. This promotes children's imagination and creativity well. The quiet area provides a good selection of books and electronic pads for children, where they learn to share and take turns on the electronic games. These resources give children access a range of interesting activities that extend their critical thinking and manual dexterity. Children quickly grasp new technological skills that will be of benefit to them in school and in later life.

Staff confidently engage children in conversations, enabling them to talk about what they are doing and how they have made their choices about what to play with. This approach is very effective in extending children's confidence in their communication, language and personal, social and emotional skills. Children go on various trips in the community, such as the park and places of interest, or visiting nature sites. These widen children's knowledge and understanding of the world. Staff make sure that children have opportunities to be physically active. They encourage children to access the outdoor play area and provide a wealth of activities, such as football, climbing and dodge ball in the school hall. Children are cooperative; they have fun and are confident in joining in larger group games with good support from the staff. The club provides children with social and practical opportunities, which supports and extends their newly acquired skills.

Partnership with parents are good. Parents complete initial documentation to find out about the children's likes, interests and skills. This information and the completing of observations as children play are used to show that children continue to progress during their time spent at the after school club. Parents feel valued and respected. They speak with the manager daily and are verbally informed of their child's involvement in the club's activities. Parents are provided with a wealth of information regarding the events and forthcoming planned activities for the children.

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

The care and welfare arrangements are fully implemented to ensure the emotional well-being of the children who attend both the wrap around care and the after school club. Children's personal information is gathered from parents to ensure that all their individual needs are catered for. Children are contented and relaxed in the company of approachable and friendly staff who know the children very well. The club operates a key person system for all children. Therefore, their emotional well-being is well-supported because they develop warm and trusting relationships with staff. However, occasionally some parents are not familiar with who their child's key person is. As a result, there is scope to develop parent partnership further. Children are confident, well-motivated, and have a secure sense of belonging. Noticeboards and photographs in the entrance hall, provide parents with useful information about their child.

Children are encouraged to be very independent within the club. For example, they help prepare and serve their own snacks choosing from cooked noodles and fresh fruit. They

have good access to drinks throughout the session to keep them hydrated. Children show a good understanding of hygiene practices, demonstrated when they wash their hands prior to eating their snack. Children have regular access to the outdoor play areas to enable them to enjoy exercise and fresh air, which further promotes their understanding of a healthy lifestyle. Children also learn about keeping themselves safe very effectively. For example, they practice the fire drill regularly and staff teach children to keep themselves safe during play, such as using scissors with care.

Children have been involved in developing the 'rules of the club' and they know what the expectations are from staff. Staff are good role models as they are polite, warm and respectful to children. They encourage all children to take part, share and join in both the planned and spontaneous play. Children learn to respect the similarities and differences in others and treat each other with equal concern.

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

Staff have a good understanding about their responsibility to meet the Statutory framework for the Early Years Foundation Stage. They are secure in their knowledge of safeguarding to ensure that children are protected because they have attended training in child protection and first aid. There are strong recruitment and selection procedures in place to assess the suitability of staff. Checks are completed and documentation is maintained to help ensure that all those working with children are suitable to do so. Staff benefit from regular supervision and appraisals, which helps identify their training needs and they have good access to training to update their skills. There are comprehensive policies and procedures in place that effectively underpin practice at the club. The risk assessments cover all areas children have access to and include all outings and these are reviewed and any changes recorded. These practices promote the ongoing safe management of the club and children's well-being.

The owner and manager effectively monitor the learning programme for children to ensure that it meets their needs. Overall, staff have an in-depth knowledge and understanding about their responsibility to meet the learning and development requirements. They provide quality care, as well as education, through the provision of a broad range of interesting and challenging activities that complement children's school day. Staff strive to work closely with the school and play an important role in continuing to enhance children's learning and development. Staff are committed to raising standards through a method of self-evaluation, which children and parents contribute to through the completion of evaluations. This enables staff to identify areas for continual improvement. Staff have completed the recommendations from the last inspection and continue to access regular training opportunities. This results in staff identifying areas to improve, support and extend, in order to develop the ongoing quality of the care and learning provided for children. In response to parents' requests, the club has changed its opening times to meet their needs.

There are many effective mechanisms in place to support parents to be involved in their children's care and learning while at the club. Parents are provided with a welcome pack,

regular newsletters and a noticeboard to ensure continuity of care for children. Informal catch-up chats with the manager at the end of the day ensure they are fully informed. Parents comment that they are very happy with the care their children receive. They also comment that they are kept up-to-date with their children's day and are happy that staff listen to their views. The club has developed good links with other agencies to ensure they can support children with additional needs and/or disabilities.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY270159
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	877623
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Crazy Crackers Ltd
<b>Date of previous inspection</b>	26/11/2008
<b>Telephone number</b>	07980 272109

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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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