

Inspection date

26 March 2015

Previous inspection date

30 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff have a good knowledge of observation and assessment. They have accessed training and use the information gained from this to provide effective educational programmes that cover all areas of learning.
- Partnerships with the host and neighbouring school are good. There are effective systems in place to share information regarding children's learning and progress. As a result, children are consistently supported to make good progress.
- Resources are varied, labelled and stored effectively, to support children's choice and independence.
- Partnerships with parents are strong. Parents are successfully involved in their children's learning and they are kept fully informed of their ongoing achievements.
- The management team demonstrate a strong commitment to continuous improvement. They seek the views of parents and children in their self-evaluation and use this information to identify and make improvements.
- The staff have secure knowledge of safeguarding and child protection. The setting is secure and all visitors are recorded. Staff use effective risk assessments, to minimise hazards in the setting and outdoors, to maintain a safe environment for children.

It is not yet outstanding because:

- When talking with children staff are sometimes quick to answer questions for them, giving them fewer opportunities to practise their thinking and speaking skills.
- Staff do not make the most of all opportunities to enhance children's self-help and social skills at snack time.

What the setting needs to do to improve further

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

- use a wider range of questioning techniques when talking to children and allow them sufficient time to be able to think and answer, in order to extend their communication and thinking skills even further
- provide more opportunities for children to extend their self-help and social skills at snack time, for example, by sitting with them at the table and encouraging them to make their own sandwiches and pour their own drinks.

Inspection activities

- The inspector toured the setting and observed activities in the hall.
- The inspector held meetings with the manager throughout the inspection, and spoke to other staff members and spoke to children.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the setting's self-evaluation.

Inspector

Donna Birch

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The manager and staff are well qualified and fully understand the need to promote children's learning and development, through play and planned activities. Children enthusiastically enter the setting and engage in a wide variety of activities, that are linked to children's interests and the learning that takes place in school. Older children enjoy crafts and designing their own creations at the mark making station. Younger children are supported by staff to read books and practise phonic sounds. Additionally, they develop their early literacy skills, as they practise writing tasks with support from staff. Children participate well and show motivation to learn. However, sometimes during conversations, staff do not always use a wide range of questions to extend children's communication and understanding even further. Additionally, on occasions, some staff do not allow children sufficient time to be able to answer. This does not maximise opportunities for children to be able to extend their critical thinking.

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

Staff work closely with parents and the host school, to sensitively settle-in children. Children enjoy secure and trusting relationships with staff, which supports their emotional well-being. Staff are good role models for children. They use clear and consistent strategies to manage behaviour and offer children age appropriate explanations. Consequently, children behave very well. The good health of children is successfully supported. Staff give clear messages about the importance of leading healthy lifestyles. Children enjoy a variety of healthy and nutritious snacks. However, staff do not always sit at the table with children during snack time. This does not maximise opportunities for them to build on children's developing social skills. Additionally, children are not supported to extend their self-help skills, for example, by making their own sandwiches and pouring their own drinks. Children have many opportunities to be physically active. They access the outdoors every day and have access to a well-resourced area that supports their all-round development.

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

Recruitment and vetting of staff is robust. This means children are safe in the setting. There are good systems in place to evaluate the setting and identify relevant strengths and weaknesses. Staff talk to children about what resources and equipment they would like included in the setting. They seek the views of parents through verbal discussions and questionnaires. The manager has addressed actions and recommendations raised at the last inspection. Staff are encouraged to undertake a wide range of training courses relevant to their job role. They have attended courses in first aid and safeguarding. Regular supervisions of staff are conducted by the manager. Consequently, staff are supported in their continued professional development. Staff monitor children's progress effectively. They use the information gathered to plan meaningful activities and ensure any gaps in learning are addressed.

Setting details

Unique reference number	EY331080
Local authority	Wigan
Inspection number	862472
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Julie Marie Wilkinson
Date of previous inspection	30 May 2012
Telephone number	07731848162

Crackerjax Out of school club was registered in 2006. It operates from Aspull Church school and is situated in the Aspull area of Wigan. The setting employs five members of childcare staff. All of whom hold appropriate early years qualifications at levels 2, 3, 4 and 5. The before and after school club opens Monday to Friday, term time and sessions are from 7.50am until 8.50am and 3.30pm to 6pm. Holiday club sessions are Monday to Friday, from 7.50am to 6pm.

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