

Inspection of Crackerjax

Aspull Church School, Bolton Road, Aspull, Lancashire WN2 1QW

Inspection date:

4 November 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The club is welcoming and calm and children arrive happy. The COVID-19 safety procedures in place are second nature to the children. Children sanitise their hands and quickly store their belongings. They demonstrate they feel secure as they sit down at tables and chat contentedly with friends while they eat a healthy and appetising snack. Children talk confidently about the different rules they follow when they are playing, both inside and outside. They know to listen to adults' instructions and to be kind to each other. Children's behaviour is excellent.

Staff consider children's interests and abilities when they set up the environment. This helps children to enter the club without hesitation. Children select what they would like to play with and know to tidy away when they have finished. Staff plan activities to mirror what children do at school. Although the staff work to consolidate children's learning from school, they also want them to experience something different. Children devise imaginative play and energetically take part in games outdoors. Staff plan craft activities to allow children to explore their artistic skills. Children proudly show parents what they have made at the club. The manager and team nurture the children to help them to identify their developing characters and emerging skills. For example in sport, singing and learning to play a musical instrument.

What does the early years setting do well and what does it need to do better?

- The dedicated manager, who is also the provider, places focus on helping children to have positive mental health. Children share how they feel using an interactive display board. Staff use this to help children to communicate and understand their emotions. Staff recognise that the COVID-19 pandemic has had an impact on children's mental well-being. They consider how to support children through challenging times effectively.
- Older children make decisions in partnership with staff about how to run the club. They have invented a role called a Play Buddy. The Play Buddy plays with and helps younger children or those that need a friend or are lonely. Children are considerate of others and have kind attitudes in their play.
- Staff are calm and positive role models. They know children well because they hold long conversations with them and show genuine interest in their lives. They comment on children's special abilities and praise them for their efforts outside of the club.
- The manager considers the importance of teaching children helpful life skills, empathy and knowledge about the world. This includes learning about invisible disabilities, different cultures and how much sugar is in fizzy drinks. She plans exciting and memorable activities that spark discussion among the children. For

example, children discuss what it is like to be blind.

- Children have free access to computers at the club. They use them to complete their homework and mathematics games. Staff ensure that the internet search engine is safe for child use. Older children are beginning to learn how to keep themselves safe when online.
- The club has strong partnerships with the school attended by children. They receive a wealth of information at collection time and are knowledgeable about children's individual needs. This ensures there is consistency and continuity of support while children are at the club and when at school.
- The manager supports staff to improve their practice over time. All staff attend training to help them carry out their roles. They appreciate how the manager personalises her coaching based on their own goals and training needs. Staff are happy and confident in their role. They make positive contributions, when planning exciting activities to support children's learning.
- The provider reflects on the provision to continue to keep children safe. She updates risk assessments in response to children's accidents. However, she does not always incorporate observations made by the staff team as part of her routine evaluation of accidents and risk assessments.
- Parents speak very highly of the club. They know what their children do while at the club and appreciate the time and effort staff put into getting to know their interests. They say their children 'gladly enter the club and leave smiling'.

Safeguarding

The arrangements for safeguarding are effective.

All staff have good knowledge of how to keep children safe. They know who to report concerns to about children's welfare or a colleague's conduct. Staff have robust knowledge of identifying signs of abuse and know to be astute to changes in children's and parents' behaviour. They have a good understanding of safeguarding issues, including child exploitation and domestic violence. All staff have paediatric first-aid training and know how to respond to accidents and emergencies. The provider assesses risk in the environment and adapts it accordingly. For example, children do not use the outdoor space when it is dark and only take part in games and outdoor play within their own age group.

Setting details

Unique reference number	EY331080
Local authority	Wigan
Inspection number	10209999
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	40
Number of children on roll	28
Name of registered person	Wilkinson, Julie Marie
Registered person unique reference number	RP514814
Telephone number	07731848162
Date of previous inspection	6 June 2017

Information about this early years setting

Crackerjax registered in 2006. The before- and after-school club operates from within the premises of Aspull Church School. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications. The club operates Monday to Friday during term time. Sessions are from 7.50am until 8.50am and from 3.30pm to 6pm.

Information about this inspection

Inspector

Dee White

Inspection activities

- This was the first inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provision.
- The provider and the inspector completed a tour of areas used by the club to determine the organisation and planning of the activities.
- The inspector observed interactions between staff and children.
- The inspector held discussions with the staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff, accident records, risk assessments and staff training.

We carried out this inspection 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.

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