

# Crazy 4 Kids After School Holiday Club and Pre School

Hardingstone Academy, Martins Lane, Hardingstone, NORTHAMPTON, NN4 6DJ

<b>Inspection date</b>	07/01/2015
Previous inspection date	01/11/2011

<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		1
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 are cared for in a very safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken to keep children safe.
- Teaching within the pre-school is good. Accurate assessments of individual children's progress are used to plan activities that enable children to achieve well.
- After school club staff have established good relationships with the host school. This enables them to provide continuity, ensuring their individual needs are met while complementing their learning at school.
- Children thoroughly enjoy coming to the after school club because they are consulted about what activities are available for them and appreciate the easy access to outdoors.
- The provider organises the running of the pre-school and after school club well.

### It is not yet outstanding because

- There is occasionally a lack of consistency in teaching within the pre-school resulting in missed learning opportunities.
- Strategies to enable parents to be engaged in their children's learning have not yet reached all parents, resulting in a very few cases of children's learning not being fully supported as quickly as it might be.

## 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 observed children engage in free-choice play and take part in planned activities in the pre-school and the after school club and discussed these observations with the pre-school supervisor and the general deputy manager.
- The inspector completed a joint observation with the pre-school supervisor and discussed this with her.
- The inspector looked at a sample of children's assessment records, as well as planning and tracking documentation.
- The inspector checked all the areas of the premises used by the children.
- The inspector checked evidence of the suitability of the owners, managers and staff.
- The inspector also talked with the supervisor and general deputy manager about self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers spoken to at the time of the inspection.

## Inspector

Anne Archer

## Full report

### Information about the setting

Crazy 4 Kids After School Holiday Club and Pre School was registered in 2011. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three clubs run by Crazy4Kids Ltd. The club and pre-school operate from a portable building within Hardingtonstone Academy in the village of Hardingtonstone, Northamptonshire. There is disabled access to the premises and there are secure outdoor play areas used by the children. The pre-school is open from 9am to 3pm during school term times with morning and afternoon sessions also offered. There are currently 30 children on roll in the early years age group. There are six members of childcare staff led by a full-time supervisor and deputy. The supervisor holds a qualification at level 6 in early childhood studies and the deputy holds a qualification at level 3 in early years. The after school club is open to children who attend Hardingtonstone Academy. There are currently 85 children on roll at the setting, of whom five are in the early years age group. The club is open each weekday during school term times before school from 7.45am to 9am and after school from 3.15pm until 6pm. The club is also open during school holidays and teacher training days from 7.45am until 6pm. Children from other schools in the area may attend the holiday club.

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

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

- disseminate further the excellent teaching skills evident within the pre-school so that all children benefit from them
- extend further the innovative strategies used to enable parents to engage effectively in their children's learning in the setting and at home.

### Inspection judgements

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

Children are eager to attend both the pre-school and the after school club. They are motivated to learn. Children talk easily and confidently with staff. Children have access to a variety of age-appropriate toys and resources that complement the older children's school activities. These support the pre-school children's learning needs so that they make good progress. The staff team are committed to providing children with good-quality care and learning, and understand that children need time to pursue their own learning without interruption. They provide good opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. For example, at tidy-up time before afternoon snack, the train track is left out to enable a child to finish their game with the trains later. Children who had been singing about dinosaurs later goes outside to

search for them. The quality of teaching throughout the setting is generally very good. However, there are a few occasions where learning opportunities are not pursued as well as they could be. For example, when two children make healthy fast food in the role-play area, there is no discussion initiated by staff to pursue what the children think healthy food is or is not.

Staff have a good knowledge of the prime and specific areas of learning. Staff are mindful that the older children have been at school all day. In consultation with the children, staff plan a range of activities to promote the children's learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children to follow their own interests or find out more about someone else's. Staff demonstrate that they know the children well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise learning opportunities. Photographs, written observations and samples of children's work are kept as evidence of the early years children's time at the pre-school and the after school club. These are shared with parents to ensure that they are fully aware of their child's progress and development. The staff have devised a range of ways to enable parents to feel part of their children's learning experience and become confident to support them at home, although not all parents are benefitting from these.

Staff use a tracking system which is added to planning and helps them identify any gaps in children's learning and progress. Staff have good communication with the Reception class teacher, which helps to support pre-school children going to school and those children who return to attend the after school club. Staff regularly share what they know about the children and find out what topics they are covering. Staff are effectively involved in what the children do and extend their learning well. Children's ideas are valued and included in the planning of activities for both the pre-school and the after school club. Staff and children talk about what they enjoy and what they would like to do, and this is fed into the planning. All children help to decide some of the activities they would like to participate in. This shows that planning is effective in helping children to learn and sustain their interests, and that they play an active part in the life of both settings. Children's mathematical and literacy skills are aided through fun activities, such as playing table-top games in which they receive points for each correct answer they give. The children help each other to write their answers and to add up the points. Children enjoy making meals in the role-play area and tidying the cupboards as they put everything away after washing up. They experiment with different types of painting experiences, with some children using brushes or rollers and others content to use their fingers and hands to create a masterpiece. Above all, children are having fun as they participate in a range of exciting activities, which encourage and support their learning.

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

Extremely warm and caring relationships between staff and children are evident. All staff help children to settle, feel secure and develop a strong sense of belonging. As a result, children establish very good emotional attachments. When children start at the pre-school and the after school club, staff find out all about them to ensure that they provide a service that uniquely meets their individual needs. Each child has a key person to liaise

with parents and be responsible for their learning. Although, as it is a small group, all staff know all of the children exceptionally well. All about me information is gathered on the registration forms. This includes details, such as, family, favourite toys and activities, and what the child can do, which helps staff to establish children's interests. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at the setting. Children have access to a wide range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. For example, dressing-up clothes, books, puzzles, and games. Indoor space is very well organised to provide a stimulating and welcoming environment for the children. Resources are extremely well deployed and are easily accessible, which helps to foster children's ability to make choices and play an active role in their learning.

Staff are extremely good role models of behaviour and attitude, and children follow their example. Children are polite and show they have learned to share, take turns, make friends and behave in an exceptional manner. They display a strong awareness of responsibility within the setting. For example, children relish in opportunities to help staff by taking on roles at snack time, and older children are very caring towards their younger peers. Behaviour within the setting is extremely good. When occasionally there is a behaviour issue, staff work with parents and the school when appropriate, to resolve it in a way that best suits the individual child. Children are learning to respect each other's differences. They are encouraged to talk about and recognise their own needs and those of others. School-age children are involved in agreeing the club's rules and they are very kind and caring towards their friends. This supports their strong feeling of safety within the setting. Staff demonstrate that children are highly valued and respected. They place a high priority on children's safety. Children learn to keep themselves safe as they practise the fire evacuation procedure, which helps them learn what to do in an emergency. They listen to the staff when they offer advice, such as to make sure their wellington boots are on the correct foot so that they do not become unbalanced or fall as they go outside.

Children are developing a great understanding of why it is important to lead a healthy lifestyle. They are provided with nutritious breakfasts, lunches and snacks. In addition, children help themselves to slices of orange, cucumber and carrot. Drinks are also available throughout the sessions. Children wash their hands before eating and understand the importance of this procedure. Staff chat to the children while they are eating and children ask questions about their food. Outside play is a big part of each session and children are keen to participate in physical and imaginary play. They sit in the undercover area and relax and chat with their friends while they catch their breath after a game of Hunt the dinosaur. The setting is very well resourced for indoor and outdoor play to support children's learning and development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day. This also provides a fantastic platform to discuss their feelings and any concerns.

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

The pre-school supervisor has day-to-day responsibility for the running of the pre-school and the general deputy manager for the after school club. They both fully understand their roles and responsibilities, and therefore, the setting is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. The provider has put in place effective vetting and recruitment procedures that ensure everyone employed at the pre-school and the after school club is suitable to work with children.

Good systems are in place to keep children safe. The premises are secure and visitors are required to provide evidence of identification and sign the visitors' book to further safeguard the children. In addition, children are supervised well at all times. The premises are safe and secure and there are good arrangements for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. Clear and precise policies, procedures and documentation are regularly reviewed. These underpin practice well and help to keep children safe, secure and protected from harm. For example, safeguarding policies include procedures for the use of mobile phones, cameras and social media in the setting, and by staff and parents.

Staff have an effective understanding of the learning and development requirements relevant to both the pre-school and the after school club. Pre-school children's progress is monitored and planning and observations are updated regularly, often daily, to ensure children's needs continue to be met. After school club staff liaise closely with the host school to ensure that they fully support children's continued learning and there is a clear vision for the future. They act as a bridge between teachers and parents to provide continuity of care as they collect the children each day. Staff are available to discuss a child's day with parents when they are collected. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views. Staff are committed and passionate about providing the best possible care and learning for the children. They demonstrate a strong commitment to continuous improvement. Recommendations from the last inspection have been successfully completed. Accurate identification of priorities by management provide continued and systematic improvement to the quality of the setting. Staff performance is monitored through regular meetings and appraisals. Staff have opportunities to develop their knowledge and skills. Staff do this through attending training courses and by gaining further qualifications.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY426588
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	852698
<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>	30
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Crazy 4 Kids Ltd
<b>Date of previous inspection</b>	01/11/2011
<b>Telephone number</b>	07545267056

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## Type of provision

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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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