

Crazy 4 Kids After School Holiday Club and Pre School



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

Inspection date	24 May 2017
Previous inspection date	7 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Support for children who have special educational needs and/or disabilities is particularly effective. For example, the managers and staff use their strong links with other professionals to ensure their targeted support helps children learn the basics, in order to support future learning.
- Staff prepare children well for school. They provide many opportunities to support children's early literacy and mathematics. For example, children learn to use numbers to solve simple problems and recognise the sounds of letters, including the letter of the week and those in their names.
- Children know to be kind and to share, and they build firm friendships with each other. Staff set consistent expectations for children's behaviour and help them negotiate and resolve any conflict. They effectively nurture children's self-esteem and confidence.
- The managers and owner use their accurate self-evaluation and checks on children's progress to ensure good outcomes for children. All children make good progress.

It is not yet outstanding because:

- The organisation of the environment and sessions occasionally leads to high noise levels. This does not fully support all children's attention and listening.
- Staff do not consistently recognise when to offer a little more encouragement to quieter children, in order to extend their learning and interest during some group activities.

What the setting needs to do to improve further

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

- review and improve the organisation of some activities and the routine to ensure noise levels fully support children's listening and attention.
- offer more support for staff to recognise when to give children further assistance, in order to fully involve them in activities and further extend their learning

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff, children and the Reception teacher from the local school.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The staff and managers have a robust knowledge of how to safeguard children. They know the signs that would give rise to child protection concerns and the procedures to follow to report such concerns. The managers ensure that staff form effective relationships with parents and other settings children attend to help provide continuity. Parents regularly receive information to help them extend their children's learning at home, such as through reports and meetings with key persons. The managers monitor staff performance well and support them to improve their practice in many ways. For example, staff have improved the time they give children to respond to their suggestions and interactions. The managers use the views of parents, staff, children and the local authority to effectively drive improvements. For instance, they have recently improved provision for older children to increase their knowledge of shapes.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's development to help them plan for children's next steps. They provide a wide range of exciting activities that follows children's interests and generally supports children's learning well. For example, children who enjoy pretending to visit a garden centre receive effective support as they count money, read signs and recognise the differences between plants. Overall, children receive good support for their communication and language. For instance, they enjoy chatting about their favourite film characters and respond well to questions. School-aged children enjoy attending the after-school club and have many chances to practise the skills they have learned in school.

Personal development, behaviour and welfare are good

Children enjoy their time in the setting. Staff ensure children are able to help themselves to a good selection of supporting resources, which they use to dig, build, create and explore their own ideas. Staff effectively support children's emotional and social development. They help children learn about their similarities and differences, and the customs and beliefs of others. Children enjoy many opportunities to explore their local community, such as on walks. They learn to follow a healthy lifestyle.

Outcomes for children are good

The managers use the early years pupil premium to effectively strengthen individual children's communication and language, social skills and understanding of the world. All children gain key skills for the next stage in their learning and eventual move on to school. They are confident, sociable and become increasingly independent. Older children sit well for a story and anticipate what will happen next. Younger children use a variety of resources to make marks as they play. All children develop good physical skills.

Setting details

Unique reference number	EY426588
Local authority	Northamptonshire
Inspection number	1094803
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Crazy 4 Kids Ltd
Registered person unique reference number	RP907129
Date of previous inspection	7 January 2015
Telephone number	01604 874639

Crazy 4 Kids After School Holiday Club and Pre School registered in 2011. The club and pre-school operate from within Hardingstone Academy in Hardingstone, Northamptonshire. The pre-school is open from 9am to 3pm during school term times. There are eight members of childcare staff. This includes two managers who both hold an appropriate early years qualification at level 6. The setting provides funded early education for two-, three- and four-year-old children. The after-school club is open to children who attend Hardingstone Academy. 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.

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