

# Crazy 4 Kids After School And Holiday Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY402323
<b>Inspection date</b>	01/07/2010
<b>Inspector</b>	Ann Austen
<b>Setting address</b>	Milton Parochial Primary School, Green Street, Milton Malsor, NORTHAMPTON, NN7 3AT
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<b>Type of setting</b>	Childcare on non-domestic premises

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## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Crazy 4 Kids After School and Holiday Club was registered in 2009 and is privately owned. The club is located in the grounds of Milton Parochial Primary School in the village of Milton Malsor, Northamptonshire. Children have access to the school hall, adjoining quiet room and a secure outdoor play area. The club is open each weekday from 3:30pm to 6pm and from 8am to 6pm during the school holidays.

The club is registered to care for a maximum of 24 children from four to under eight years on the Early Years Register. Children attend a variety of sessions. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting is able to support children with special educational needs and/or disabilities and children for whom English is an additional language.

The club employs five members of staff. Three members of staff including the manager hold appropriate early years qualifications. Two members of staff are working towards a qualification. The setting receives support from a local authority advisory for out of school care.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and inclusive environment. Their welfare is promoted well through consistent routines and procedures. As a consequence all children enjoy their time at the group and have equal access to the range of play equipment and resources. Policies and procedures are effective and inclusive for those children who attend. As a result no child is disadvantaged. Partnerships with parents are well established and systems are being developed to liaise with other providers who deliver the Early Years Foundation Stage to ensure progression and continuity in children's care and learning. Self-evaluation procedures work well and are used to identify strengths and areas for development.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation). 30/07/2010

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessment of risks for

- outings and trips
- continue to develop partnership working to ensure effective continuity and progression by sharing relevant information with each other and parents.

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

Staff understand their role and duty to protect children from harm. They have a good understanding of indicator signs of abuse and are conversant with the procedures to follow to report concerns. A written child protection policy and all the relevant guidance documents are in place. Vetting procedures for all adults who work with the children are robust. This ensures that staff are competent, qualified and suitable to work at the provision. Risks of accidental injury are minimised during indoor and outdoor activities because staff supervise the children well. Thorough risk assessments are completed for all aspects of the provision and staff check the provision at the start of the session to ensure the continued safety of children, however, the risk assessment document does not state when it was carried out. This is a specific legal requirement. Risk assessments are carried out for each type of outing. However, the record of risk assessment does not include all written assessments of risks for outings and trips. Children's health and well-being is promoted by the staff's knowledge of first aid. Clear procedures are in place in the event of accidents, for the administration of medication and if children are unwell.

Management communicates an ambitious vision and identifies clear priorities for improvement which are driven by effective systems for self-evaluation. This includes the views of staff, children and parents. As a consequence this stimulates the enthusiasm of staff and channels their efforts to good effect. All required records, policies and procedures are maintained and shared with parents. Each policy underpins the provisions practice effectively and ensures the well-being of the children. The environment, resources and equipment are fit for purpose and support the children's interests, learning and development.

Staff are committed to ensuring that the service provided is inclusive for all families. They have a good understanding of each child's background and needs. Parents are made to feel welcome and relationships are open, friendly and professional. Information is regularly exchanged which helps to ensure continuous and consistent care for the children. Parents views are sought about the provision in order to enhance practice, and positive comments show they value the staff and are very happy with all aspects of the service provided. Whilst management and staff understand the importance of working in partnership with other providers who deliver the Early Years Foundation Stage systems are not fully established to ensure progression and continuity in their learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are offered a good variety of play opportunities, have fun and are able to relax after a busy day at school. They confidently explore and make choices in their play and learning. Staff are actively respectful to the children's needs. They plan activities around the children's interests and are continuing to develop systems to record observations and to evaluate their learning and development as they progress towards the early learning goals in the Foundation Stage. Relationships are warm and caring. Staff become engaged in the children's play, building on existing concepts and skills which effectively provokes their thinking and extends their learning as they play.

Children participate in a good range of creative activities. They dance, paint, make 'hammer bead' pictures, decorate Easter baskets, paint designs onto tee shirts and use their imaginations as they play in the hairdressers and build dens. Children plant seeds and nurture them as they watch the potatoes and runner beans grow. They build snowmen in the snow, knead and bake bread rolls and melt chocolate to make Easter cakes. Children are developing a positive view of society and the wider world, for example, they walk in the village, visit local parks and enjoy trips to the swimming pool. Children learn about the roles and interests of others, for example, the fire brigade and a karate expert. This broadens children range of experiences and actively promotes their social development. Children thoroughly enjoy being physically active in the fresh air and exercise as part of maintaining a healthy life style. They play cricket, skateboard, climb on the climbing frame, slide down the slide, run freely across the grass, learn to skip, fly kites and dance to music. This actively promotes children's coordination, control and fitness. All these activities help children develop their underpinning knowledge and skills in literacy, numeracy and technology.

Children are secure and confident and are developing a strong sense of belonging to the setting and an understanding of how to stay safe. They are taught to be safety conscious without being fearful. Children understand simple rules and follow instructions, for example, why it is dangerous to go onto the stage during the session and why it is important to wear safety pads on their knees and elbows when they are skateboarding in order to protect themselves. Their achievements are valued and praised and their behaviour is generally good. Children are learning to be kind and caring towards each other as they develop an understanding of the needs of others. They benefit from a clean, warm and comfortable environment. Children adopt good personal hygiene routines and are actively encouraged by the staff to adopt a healthy life style. They enjoy a good range of wholesome, nutritious snacks and fresh drinking water is always available. This actively promotes children's growth and development. Snack time is a relaxed, social occasion where the children sit, chat and enjoy their food.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met