

Krafty Kids (Oldham) Ltd

Inspection report for early years provision

Unique Reference Number	EY344292
Inspection date	26 April 2007
Inspector	Cathleen Howarth
Setting Address	New Bridge Learning Centre, St Martin's Road, Oldham, OL8 2PZ
Telephone number	0161 6200231
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Registered person	Krafty Kids (Oldham) Ltd
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Krafty Kids registered in 2006. It is a privately owned community interest company, and a non profit making organisation. It provides sessional care from rooms within New Bridge Learning Centre, Fitton Hill, Oldham. Fitton Hill is a deprived area supported by New Deal for Communities. New Bridge Learning Centre is a school for post sixteen students with additional needs. A maximum of 16 children may attend the playgroup at any one time, which is open weekdays during term time from 09.15 to 11.45. On Monday and Tuesday there is an afternoon session from 12.30 to 14.30. All children share access to an enclosed outdoor play area.

There are currently 26 children aged from two to under five years on roll. Of these, 12 receive funding for early education funding. Children mainly come from the local community. The playgroup has provision for children with learning difficulties and disabilities.

The directors manage and run the playgroup with another member of staff. The manager and deputy hold an appropriate early years qualification. The playgroup is affiliated to the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection and are appropriately taken care of if they have an accident or become ill. Relevant procedures are in place, such as accident and medication records, which are countersigned by parents to promote children's continuing care. Children's healthcare requirements are clearly discussed and recorded at registration, although arrangements are not always reviewed with parents. As a result, overtime, staff have dated information.

Staff maintain good levels of hygiene and cleanliness in areas used by children. They implement appropriate procedures for nappy changing and toilet training, to ensure the personal care needs of children are met.

Children are beginning to understand simple health and hygiene practices through imaginative play. For example, there is a picture of an igloo on the wall where a make believe character called Simon lives. He talks to the children through staff. He wants to know why children wash their hands before eating. Children eagerly explain to Simon, and they talk to him about healthy lifestyles, like healthy eating and exercise. Snack time is treated as a social occasion. Self-help skills are encouraged, such as setting the table, serving, selecting and clearing away. This helps children respond well to meal time routines to enhance their physical and emotional well-being. Food preparation procedures are sound.

With regard to nursery education there is a very good range of activities planned, and a wide range of resources used to successfully promote children's overall physical development. All aspects are well covered, and effectively develop gross and fine motor skills. Staff know children learn best from first hand experiences. Students from the school have made a wooden well with a bucket for the children to play with. The well is filled with water and children learn to wind the handle clockwise and anti-clockwise to lift the bucket up and down to collect water. This activity is positively reinforced through story telling, when children learn about life in other countries, and families who rely on water from the well.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are learning boundaries and limits. They know not to run inside to avoid accidental injury. They have ample choice in where they go, as the environment is generally risk assessed before children arrive.

Children have safe and independent access to resources and equipment. Staff routinely check items for repair and replacement. Children help the staff to tidy up. This is done to encourage children to keep walkways clear, to prevent them tripping over toys.

Children are kept safe on outings. Staff ask parents to help maintain appropriate adult to child ratios. Adults continuously reinforce road safety. Children wear high visibility jackets when they walk to the local library.

All fire safety precautions are in place. There are no blocked exits. The setting has adequate smoke detection and control. Children are learning about emergency evacuation procedures,

to encourage them to take responsibility for themselves. A record of this is clearly maintained. The current public liability insurance certificate is available for parents to view.

Children are appropriately safeguarded. Staff understand their role in child protection. They know the procedures to follow should a concern arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time at the setting. They enter confidently and quickly settle in their self-chosen activity. They make very good use of the broad range of planned activities and spontaneous events, which support their overall care, development and learning. Children have developed a real sense of belonging because staff greet children warmly, and attractively set out toys and equipment to welcome them to the setting. They display their artwork to promote children's self-esteem. Children find their resources fun, interesting and challenging. In addition there is good provision for quiet, relaxing activities, like reading and listening to lullabies.

Themes and topics are successfully incorporated into children's play, and activities are easily adapted for early stage children, such as reinforcing road safety. Children have helped to make a wall display showing different types of public transport, and a large black and white zebra crossing. They have also made traffic light hand props on bamboo sticks, to effectively support story telling. Children have great fun dressing up in the traffic warden outfit, and using the lollipop stick to guide children across the zebra crossing.

Nursery education.

The setting is usually set out and organised in clearly defined areas to support the Foundation Stage. Over time all aspects of the six areas of learning are imaginatively covered. Children purposefully seek out others to share experiences. They are confident to approach new things, like touching different textures and explaining what they can feel, such as smooth, sticky, furry, and rough. They have learnt a wide repertoire of songs and enjoy rhythmic activities. This effectively encourages the use of body language, including facial expressions. Their hand and eye coordination is continuously being developed and they adeptly use crayons, paint brushes, pencils and other one handed tools, like scissors. Children are mesmerised during story time, and show real interest in the illustrations and print in books. They are learning to handle books carefully, to hold them the correct way up and turn pages one at a time.

Children are fascinated in the world around them, including the new garden and allotment. They are planning what to grow and deciding what tools are required. There are ongoing opportunities for children to develop mouse skills, such as click and drag, to match and sort items on the laptop. They construct three dimensional objects with items brought from home, using empty cereal packets, kitchen rolls, egg boxes and yoghurt cartons. They paint what they make, and proudly take things home to show parents what they have achieved. Children routinely join in with number rhymes and songs. They observe and use appropriate language during water play, for example, full and empty. They are willing to attempt to count independently during board and dice games. They have helped to make and label different shapes for the wall displays. Throughout the day children are expressing, responding and communicating their ideas. They use a wide variety of musical instruments, and learn to dance and move in response to music.

The quality of teaching and learning for nursery education is good.

Staff have secure knowledge and understanding of the Foundation Stage. There is an established key person system in place to keep parents informed of their children's progress. The children's development files are very detailed and well-maintained. Children have made good progress from their starting points, as shown through the assessments which are clearly linked to the stepping stones. Staff record their observations so that at staff meetings they can evaluate and review children's progress. This effectively informs short term activity plans, to systematically support children to take the next step. Differentiation is included in the planning and successfully reflects the community the children come from. Staff's questioning methods support children to achieve as much as they can. As a result, children have developed a positive attitude towards learning. Teaching interests children, helps them to become focused, resist distractions and persist for some time. Staff manage children's behaviour consistently well, and the atmosphere at the setting is relaxed and informal.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern. They are fully included and involved. Resources and activities effectively promote positive images of gender, culture, ethnicity and disability. Inclusion is an integral part of the playgroup's ethos. Students from the learning centre receive thorough induction and become valued team members when they help out at playgroup. There are clear systems in place to provide for children with learning difficulties and disabilities. Children generally behave well. Their good behaviour and cooperation is consistently recognised by staff who praise children in meaningful ways.

Children are looked after according to parents' wishes. Staff obtain written parental consent for most childcare practices. Parents commend staff for providing good quality care, and extensive learning opportunities.

Partnership with parents with regard to nursery education is satisfactory. Parents are kept informed of their children's progress when they talk to their child's key person, and when they look at their child's development book. Staff generally seek parent's views to improve the provision for nursery education. However, parents receive limited information about the Foundation Stage. Some are unsure what it is, although they are encouraged to provide information to establish their child's starting points, or baseline assessment. Parents are routinely invited to share their skills and expertise at the setting, although there are limited opportunities for children to continue their learning at home. This hinders children's learning. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The manager demonstrated a real commitment to training and personal professional development. She attends various training events to keep up to date with current childcare practice. A strong feature at the playgroup is effective team working, including student helpers from the learning centre. Staff have a clear sense of purpose, and have high expectations of what children can achieve. They also set high goals for themselves. This is demonstrated through the action plan, which they devised after their self-evaluation of care in relation to the National Standards. There are robust selection, recruitment and vetting procedures in place, including sound procedures for staff induction and appraisal. All the required documentation is in place,

and regularly reviewed to promote children's care, welfare and learning. Records are stored securely, and easily accessible for parents to view.

Leadership and management in relation to nursery education is satisfactory. Staff clearly know how to support children through the stepping stones towards the early learning goals in an inclusive environment. There are sound systems in place to introduce early stage children to the setting, through phased admissions including afternoon sessions. However, there are limited arrangements to support children's smooth transition from playgroup to school, and limited systems to monitor and evaluate nursery education. Recommendations have therefore been made to develop these aspects. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review children's healthcare arrangements with parents

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop systems to inform parents of the Foundation Stage
- encourage parents to continue relevant learning and play opportunities at home
- extend systems to monitor and evaluate nursery education, and include transition arrangements to feeder schools.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk