

# KOGS

Inspection report for early years provision

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<b>Unique reference number</b>	EY409023
<b>Inspection date</b>	08/07/2011
<b>Inspector</b>	Denise Sixsmith

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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).

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

KOGS was registered to an organisation in 2010. It was originally opened in 1997 and operates from a single storey unit situated in the grounds of St Michael's CE Primary School in Preston, Lancashire. A maximum of 40 children aged under eight years may attend the setting at any one time. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is open each weekday during term time from 7.45am to 6.00pm. There is an outdoor area and children have use of the school hall, the ICT suite, the reception classroom, the playground and also the school field.

There are 69 children on roll under eight years, and 51 of these are in the early years age group. The setting supports children with learning difficulties and/or disabilities. There are currently 37 children on roll in the nursery who are within the early years age group. Some of these children receive funding for nursery education. The nursery operates in sessions from 9am to 3.15pm. Children who stay all day bring a packed lunch. The out of school club is open from 7.45am until 9am and from 3.30pm until 6pm.

The management company employs a manager for the nursery and a manager for the out of school service. There are 10 members of staff, all of whom hold an appropriate early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages are happy and confident as staff are sensitive to children's individual needs. Staff promote all aspects of children's welfare and learning with success. Systems are in place to evaluate the provision, to enable any strengths and areas to develop to be identified, which ensures continuous improvement of the setting. Staff successfully recognise the uniqueness of each child and support each one to make good progress in their learning and development. The setting's good links with parents means they are kept informed of their children's progress.

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

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

- ensure that the following is obtained from parents in advance of a child being admitted; information as to who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

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

- develop the outdoor area and ease of access to enrich the children's experiences of outdoor play
- improve the organization of the safeguarding information to improve clarity and accessibility.

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

Safeguarding is effective and the staff team has a good understanding of child protection procedures. Children are cared for in a secure environment and are well supervised indoors and outdoors. They use a range of equipment that is safe and suitable for their age. Risk assessments are carried out regularly to ensure children's safety. Parents are fully aware of the rigorous collection procedures. Robust recruitment, induction and training further create an environment where children are happy and safe. All documentation necessary for the safe management of the provision is maintained. For example, records of attendance, fire drills, accidents and risk assessments are vigilantly kept up to date. However, the organisation of some of the safeguarding policies is less well coordinated resulting in a lack of clarity. Children's detail records are in place but they do not include information about who has parental responsibility and legal contact with the children which is a breach of requirements. Staff have undertaken first aid training to ensure that accidents can be dealt with appropriately.

The management and staff teams work very well together, they meet regularly to share planning and assessment. Staff actively promote equality and diversity and ensure children experience good inclusion in a wide range of activities. Good self-evaluation procedures are in place and staff demonstrate a strong commitment to continuous improvement. The setting has identified a need to extend and enrich children's learning experiences by developing further the outdoor area, but this has not yet been implemented. Effective use is made of existing resources to meet the needs of the children. Partnerships with other agencies are good and staff engage with other professionals effectively to support the individual needs of children and ensure all children are fully included. The setting has good links with the host school and children benefit from the use of the playground and outdoor environment.

There are well-established good systems in place to ensure that information is available for parents in the form of daily verbal exchanges, notices and newsletters. Children are relaxed and happy at handover times because they are used to seeing their key person and their parents chatting in a friendly way about their care needs and their time at the setting. Transitions, for the older children, moving on from nursery into the school are seamless and successfully managed by staff. Parents are very pleased with and speak highly of, the nursery and the out of school provision. 'All staff in nursery and Kogs are fantastic, friendly and extremely helpful'. They especially value the fact that their children are happy and relaxed and eagerly look forward to attending the nursery or the out of school club.

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

The pleasant, relaxed atmosphere and very positive relationships at all levels are key factors in the success of the children's learning and development. Staff have a good understanding of the children's interests and their next development steps and build these into the activities. Children achieve well and make good progress across all areas of learning. They enjoy choosing their own activities and behaviour is good both indoors and outdoors because they are absorbed in their play. Staff are very good role models and have clear expectations enabling children to form positive relationships with each other, learn to share and take turns. Small group times are used well to give children opportunities to take an active part and talk about any news they may have to share. Children's personal, social and emotional development is enhanced very well. They cooperate in role play as they use large swathes of sparkly and colourful materials in a variety of imaginative ways. They express their creativity throughout the session as they enjoy using animal puppets to dance and sing to a musical soundtrack. A recent topic about bugs is reflected as children produce their own butterfly paintings with red, orange and green paint and make sparkly spider collages. Children settle comfortably for a story about a 'very busy spider' and readily inform staff that the people who write books are authors and that illustrators draw the pictures. They also engage in making and writing in their own book. Staff ensure that the children are extremely well supported to learn about the wider world, use technology confidently and develop their skills for the future. Children in the out of school club enjoy craft activities, in particular sewing padded felt flowers, as well as joining in table top games with their friends.

Children are helpful and kind to each other and behaviour is good. Positive behaviour is supported by staff who act as good role models, have patience, talk to the children kindly and repeatedly offer praise and encouragement. This enables children to start to gain a good appreciation of right and wrong whilst in the nursery and the club. Children are assisted very well to learn to value themselves and one another, recognising their similarities and differences. They are very aware of one another's needs and celebrate their own and others' achievements. Secure systems are in place to support children with learning difficulties and additional needs, ensuring every child makes good individual progress. Children learn to stay safe through taking small risks on the outdoor climbing equipment and balancing on the low level stilts. They practise fire evacuation enabling them to learn to take responsibility and develop an awareness of safety issues. Children are very aware of the importance of looking after their well-being. They follow good personal hygiene routines, such as, washing hands before snack and after painting. A range of measures support children's good health with allergies or dietary issues being discussed with parents before children commence at the setting.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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