

Krafty Kids (Oldham) Ltd

Inspection report for early years provision

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Inspector Susan Barnes

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Type of setting Childcare - Non-Domestic

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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

Krafty Kids (Oldham) Ltd is owned and managed by a non-profit making limited company. It was registered in 2006. The playgroup operates from rooms within New Bridge Learning Centre. New Bridge Learning Centre is a school for post sixteen students with additional needs. The playgroup is situated in the residential area of Fitton Hill in Oldham.

The playgroup is registered to care for a maximum of 17 children aged two to eight years at any one time. There are currently 17 children on roll who are within the early years age range. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The playgroup is open from 9.15am to 12.15pm Monday to Friday during term time, including a lunch club that operates from 12.15pm to 12.45pm. The playgroup provides funded early education for three and four-year-olds and makes provision for children referred under the two-year-olds funding scheme. Children have access to an enclosed outdoor play area and there is also a large garden area which is shared with the host school.

There are three members of staff, including the manager who work directly with the children. Of these two hold a qualification at level 3 in early years and one holds a qualification at level 2 and is working towards a qualification at level 3 in early years. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well motivated manager and her staff create a warm, welcoming and inclusive environment. A clear emphasis is placed on the uniqueness of each child and promoting their health, welfare and safety. The use of resources, environment and teaching methods, which are mostly effective, help children make good progress in their learning and development. The setting works in partnership with parents, carers and other agencies to promote good quality learning and development opportunities. Self-evaluation is thorough and plans are in place to develop practice further, demonstrating a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- allow children the time and space to concentrate on activities and experiences and develop their own thinking
- increase opportunities for the children to experience a wide range of physical challenges to further enhance their physical development

The effectiveness of leadership and management of the early years provision

The manager ensures that procedures and policies for safeguarding the children's welfare and safety are robust and implemented effectively. Rigorous recruitment procedures ensure all adults employed are suitably vetted and inducted. Children are well protected through clear procedures and the staff's good understanding of child protection issues. The learning environment both indoors and outdoors is safe and effective risk assessments mean children are able to move safely and freely. Self-evaluation systems are good and all previous recommendations have been positively addressed to improve outcomes for children. Plans for development are well prioritised and the manager and staff team have a clear vision and overview of how to further improve the playgroup. Good priority is given to staff development to further raise their skills and knowledge.

Staff plan and provide a broad educational programme and a good range of resources in particular indoors is used well to capture the children's interests and imagination.

The detailed equality and diversity policy is implemented effectively and clearly understood by the staff team. This ensures all children irrespective of background and ability are able to thrive and make good progress in relation to their starting points. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well. Good partnerships with other agencies and the feeder schools promote continuity of care and education.

The playgroup has good relationships with parents and carers and consistently consults with them. Their ideas and suggestions are used well to help shape the playgroup's development. Parents and carers comment very positively on the care and learning experiences offered, and the way in which they feel valued and supported.

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

Good planning across the six areas of learning takes into account children's needs, interests and capabilities. Plans are readily adapted to meet the requirements of all children so that they have access to activities with appropriate challenge. Effective observations are carried out regularly and information used to inform assessment and planning. The observations are recorded in the children's 'Learning Journey' folders so that progress towards the early learning goals can readily be shared with parents.

All children's individual needs are well met in this positive environment where praise and encouragement predominate. The children behave well and are encouraged to be independent. However, on occasions adults are sometimes too quick to offer support and therefore opportunities for the children to develop their own thinking not fully extended.

They develop good skills for the future. They make choices about their learning and they show an interest in asking questions about the world around them. There is a good balance of child-initiated and adult-led experiences both inside and outside. All children are developing a good understanding of the wider world. This is effectively promoted through the celebration of festivals and accessing comprehensive resources that reflect difference and diversity.

All children, including those with additional needs, show good levels of self-esteem. They clearly feel safe in the setting, enjoy their learning and demonstrate a strong sense of belonging. All children demonstrate a good understanding of the importance of adopting healthy lifestyles. They benefit from a healthy snack which they help prepare and enjoy eating. All children demonstrate a good understanding of personal hygiene practices as they remind each other "to get the germs off". Children benefit from access to the outdoor environment where they engage in purposeful and creative play. However, they have less opportunity to experience a wide range of challenging physical play activities to test and extend their physical skills. Children develop good habits as active, inquisitive and independent learners in this welcoming and caring environment.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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