

# KLASS

St. Agnes C of E School, Knowls Lane, OLDHAM, OL4 5RU

## Inspection date

Previous inspection date

08/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy their leisure time at the group. They are happy, secure, settled and have warm, friendly relationships with key persons and are developing firm friendships with their peers.
- Children's behaviour is good because staff consistently use positive techniques, such as, praise and encouragement. As a result, children know and understand what is expected of them.
- Children have access to a broad range of resources, activities and learning opportunities which effectively promote their progress in all areas.
- Children play in a safe environment as staff assess risks regularly and ensure all potential hazards are minimised. They promote children's understanding of safety through discussion and routines. Consequently, children are beginning to take responsibility for their own safety.

### It is not yet outstanding because

- Opportunities for children to access role play resources to promote their understanding of the wider world and extend their imaginary play are not fully explored.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and the outdoor play environment.
- The inspector spoke with the manager of the provision and other members of staff at appropriate times throughout the inspection and at the end of the session.
- The inspector observed children's assessment records, planning documentation, evidence of the suitability of practitioners working within the provision and a range of other documentation and discussed the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and information included on returned parental questionnaires.

## Inspector

Kay Armstrong

## Full Report

### Information about the setting

KLASS (Knowls Lane After School Services) was re-registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision is privately owned and managed. It operates from St Agnes Church of England

School, which is set in the rural outskirts of Oldham, Lancashire. Children have access to the school hall, a classroom and an enclosed outdoor play area. The provision serves children and families who attend the school and is accessible to all children. Children with special educational needs and/or disabilities are supported by the provision.

The provision is open Monday to Friday, from 7.30am until 8.50am and 3.15pm to 6pm, during term time. There are currently 37 children on roll, three of whom are within the early years age group. Children attend for a variety of sessions.

There are two members of staff who care for the children; both hold appropriate early years qualifications. The manager has a level 4 and the other member of staff holds a level 2. The provision receives support from the local authority.

### **What the setting needs to do to improve further**

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

- provide an accessible range of role play resources that reflect children's family lives and communities. Consider including resources reflecting lives that are unfamiliar to broaden children's knowledge of the wider world.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy and enjoy the time they spend in the provision. They settle quickly and are eager to participate in the activities available. Staff have a good understanding of how children learn and ensure that children have access to challenging activities. Staff provide lots of opportunities for children to play together without adult intervention, as a result, they learn to negotiate and take turns fairly. Staff know the children well and they know what they like to play with. Children's 'Learning Journeys' are supported with examples of their creative work and show emerging writing skills. These record children's progress and help staff to plan effectively for their continual learning.

Children are confident communicators and staff encourage and support their communication skills well. They ask open-ended questions to help them think critically and listen to what they say. As a result, children feel valued and their self-esteem is fostered well. Children enjoy simple board games where they recognise numerals, match colours and count. Their dexterity is very well promoted as they make pictures with tiny building bricks and confidently manipulate the controls for computer games. Children refine their writing skills as they draw on white boards and label their own work. They are

independent and help themselves to some toys and resources to support their play. They have fun playing together imaginatively, pretending to go to the doctors which helps them to make sense of their world. However, there is scope for developing children's access to role play resources to fully support and extend their imaginative play. Children are able to freely express themselves using a range of different media and materials. They thoroughly enjoy looking at the scrap books they have made, which contain photographs and examples of their creative work. Children readily chose to play outdoors and they run around with the footballs and enjoy chasing each other, which helps children to develop their physical skills.

Staff work hard to ensure they develop positive partnerships with parents and the host school. Regular meetings with the children's teacher ensure they are able to support and complement children's learning in the setting. For example, they practise the same recycling routines as the school. Daily discussions with parents support a shared approach to children's learning as they are kept up-to-date with the activities their children enjoy whilst at the provision.

### **The contribution of the early years provision to the well-being of children**

Well-developed settling-in procedures ensure that children feel happy, safe and secure within the provision. Well-established relationships with the teachers in school enable children's smooth transition to the provision. Warm relationships with staff create a friendly and inclusive atmosphere where everyone is welcome. Staff take time to listen to children, helping them to share popular resources and take turns. Children receive lots of praise and encouragement and respond well to staff expectations, as a result, they are very well behaved. Staff find out about children's preferences by gathering information from parents. Regular conversations with parents ensure that children's welfare needs are effectively met.

Children thoroughly enjoy their play outdoors which provides good opportunities to extend their physical skills. They competently follow appropriate hygiene routines with minimal support and manage their personal needs with ease. The provision has gained a 'Healthy Eating Award' and promotes healthy eating through discussion and activities. At times, children prepare their own snack and are able to help themselves to drinks throughout the session. Children are encouraged to be responsible for essential tasks, such as, tidying away resources, this promotes their confidence and self-esteem. Staff are deployed well, to guarantee they are able to supervise children at all times and promote their safety. Risk assessments and daily checks of the premises are undertaken to help ensure the environment is safe for children to play in. In addition, routines, such as, practising the emergency evacuation procedure fosters children's understanding of what to do in the event of a fire.

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

The manager of the provision has a growing understanding of the requirements of the revised framework for the revised Early Years Foundation Stage. Therefore, children's learning, safety and enjoyment are soundly supported. Good recruitment, induction and vetting procedures are in place to ensure that all staff are suitable for their role. The manager is keen to improve the service and has begun to identify some key areas to target. She seeks children's opinions when buying resources. Comments on returned parental questionnaires are considered and acted upon. For example, a parent was concerned about the lack of lighting for the outdoor play area for the winter months. As a result, children do not play outdoors when it gets dark.

Staff ensure children are effectively safeguarded and they have attended training to update their knowledge. They are very clear about the procedures to put in place in the event of any concerns about a child in their care. A good partnership with the school means staff have a view of children's all round development. This enables staff to support children's individual needs well. Partnerships with parents are strong as staff ensure that parents feel valued and involved in their child's learning on a regular basis through effective daily communication. Parents speak highly of the staff team and value the supportive relationships. They report that their children enjoy their time at the provision and state their children are safe and secure.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY451948
<b>Local authority</b>	Oldham
<b>Inspection number</b>	809507
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Margaret Elizabeth Liptrot
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01616272089

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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