

<b>Inspection date</b>	15 July 2015
Previous inspection date	8 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The motivated staff have high aspirations for children. As a result, children make good progress in relation to their starting points.
- Staff know children well and provide a range of good quality learning experiences. As a result, children have fun and are eager and motivated to learn.
- Staff have effective arrangements to care for children and support their physical and emotional well-being.
- Staff deployment is well organised to provide consistency. This ensures children are safe and their individual needs are met.
- Partnership working with parents is strong. Effective systems are in place to support parents to continue their children's learning at home.
- Robust safeguarding policies and procedures are in place to ensure that children's welfare is protected. Children are kept safe and are supported well by the staff.
- The setting provides a relaxed, fun and welcoming environment where each child is valued and respected.

### It is not yet outstanding because:

- Staff do not use the outdoor area to its full potential.
- The management do not yet have a highly targeted programme of professional development for staff.

## What the setting needs to do to improve further

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

- make better use of the outdoor provision to enrich children's learning through a more varied range of opportunities and experiences
- build on the programme of professional development by ensuring that staff are constantly enhancing the quality of their teaching, in order to continually improve children's outcomes.

### Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor learning environments and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager at appropriate times during the day and looked at relevant documentation, including the self-evaluation, evidence of the suitability of staff and a range of other relevant documentation.
- The inspector spoke to staff, children and parents during the day and took account of their views.

### Inspector

Cath Palser

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a secure knowledge of how children learn and, consequently, the quality of teaching is good. Children engage in a range of activities that cover all areas of learning and provide interest and challenge. As a result, children develop the skills and attitudes to promote their future learning. Staff skilfully follow children's ideas and engage them in conversations about things that interest them. They recognise opportunities to promote children's thinking skills as they play, support them in recognising why things happen and promote their problem solving. Staff provide a range of materials for children to use creatively, which promotes their imagination and interest in activities. However, planning of the outdoor areas does not always ensure that children have access to a broad range of activities to enhance their learning more effectively.

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

Children settle quickly as staff support them well, giving them time to explore the environment at their own pace. Staff are good role models of behaviour and provide children with guidance and gentle reminders of expectations. This builds children's confidence and self-esteem and helps them to form strong attachments with the staff and their peers. Children behave very well and understand what is expected of them. Their physical skills are promoted well as they take part in regular exercise classes. Children show that they understand the need for safety. They manage risks and physical challenges with increasing confidence. Parents speak highly about the warm and friendly staff, who provide an environment where children are eager to play and learn.

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

The management team have a secure understanding of the requirements of the Early Years Foundation Stage. Teaching is good because staff are well qualified and experienced. As a result, children make good progress in their learning. Supervision and training attended has enhanced staff understanding of how children learn. However, the management have not yet developed an ongoing, targeted programme of professional development to ensure that staff constantly improve the quality of teaching. A real strength of the setting is the strong partnership working with parents, school and other professionals. Rigorous assessment of children's progress highlights any need for additional support. This promotes continuity in all areas of children's learning, development and care. The management demonstrate a drive to improve. Thorough self-evaluation takes into account the views of all the staff, parents and children, and these are used to inform improvement plans and drive improvement. As a result, children thrive as their needs are well met.

## Setting details

<b>Unique reference number</b>	EY409023
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	874228
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	106
<b>Name of provider</b>	KOGS
<b>Date of previous inspection</b>	8 July 2011
<b>Telephone number</b>	01772 653600

KOGS was registered in 2010 and operates from the grounds of St Michael's C E Primary School. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications, including one at level 6, two at level 5, and five at level 3. The setting opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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