

Krafty Kids (Oldham) Ltd

New Bridge Learning Centre, St Martin's Road, Oldham, OL8 2PZ



Inspection date	22 October 2015
Previous inspection date	5 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is strong. Staff are particularly effective in helping children to develop speech and language skills. Children listen and follow instructions well. The varied and stimulating range of activities promotes children's enthusiasm for learning well.
- Children settle well, they quickly build relationships with their key person. Staff are sensitive to children's needs and help them develop confidence so they enjoy their time at the playgroup.
- All children, including those with disabilities and those with special educational needs are gaining the skills needed for their next steps in learning. The staff and manager highly value partnerships with other agencies and professionals in order to improve outcomes for children.
- Partnership with parents is a high priority for the playgroup. Staff use a variety of innovative ways to engage parents in supporting children's learning at home.
- The manager is dedicated to increasing the quality of the provision. She identifies strengths and sets targets to continually improve the setting.

It is not yet outstanding because:

- Staff do not always consistently make use of wider opportunities to enhance children's use and awareness of technology.
- Staff do not always make the most of daily routines and play activities to extend children's counting and number recognition skills.

What the setting needs to do to improve further

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

- increase opportunities for children to gain a greater understanding of technology and how programmable toys work
- make the most of all opportunities to extend children's skills in counting and recognising numbers.

Inspection activities

- The inspector observed learning and teaching indoors and outdoors. Some teaching was jointly observed and discussed with the manager.
- The inspector held a meeting with the manager, and also spoke to staff and children.
- The inspector spoke to some parents to gather their views.
- The inspector checked evidence of the suitability and qualifications of playgroup staff, including certificates in paediatric first aid.
- The inspector considered a range of documents including policies, plans for learning, and records of children's learning and progress.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend training in safeguarding and first aid. They understand the procedures to follow if they have any concerns regarding a child in their care. Effective recruitment procedures ensure that staff are suitable to work with children. Good working relationships with other agencies, such as the local children's centre, and other professionals ensure children and families receive the support they need. Staff receive regular support to improve the quality of their practice, and access targeted training programmes. The positive impact of this can be seen in the focus to strengthen children's communication and language skills alongside achieving key skills in learning.

Quality of teaching, learning and assessment is good

Staff are well qualified and enhance children's learning skilfully; they adapt activities to reflect children's interests and needs. Regular observations and assessments help staff promptly recognise any gaps in children's learning and provide them with the appropriate support. Staff use this information effectively when planning what children need to learn next. The playgroup seeks support from other professionals to help develop tailored activities for individual children. Children enjoy learning about seasonal changes and explore a range of sensory materials. Staff place excellent focus on supporting the prime areas of learning, specifically children's communication skills. For example, music and listening sessions stimulate children's interest to explore the resources and join in. Staff repeat sounds and words clearly and use a variety of strategies to promote children's language skills. These approaches particularly help children with speech and language difficulties.

Personal development, behaviour and welfare are good

Staff are enthusiastic and caring; they help children feel comfortable and motivated to learn in the environment. Children build close attachments to their key person and seek them out when they need reassurance. Good links with local nurseries helps ensure information about children's progress is shared effectively to support their future learning. All children are well supported in acquiring important skills in learning. Staff are good role models and use age-appropriate strategies to teach children how to share resources and play together. This helps children learn to respect each other and manage their feelings and behaviour. For example, the consistent use of praise has a positive impact on children's self-esteem. Opportunities for physical play helps children practise their balance and coordination skills in a safe environment.

Outcomes for children are good

All children are making progress in their learning given their starting points and capabilities. Close support and good quality teaching meets children's individual needs. For example, activities with children in small groups are showing to be effective in helping children to become increasingly confident in gaining skills they need for their future learning. Children are learning to be independent, for example, they are well supported in starting to manage their own self-care needs at snack time.

Setting details

Unique reference number	EY344292
Local authority	Oldham
Inspection number	863042
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	12
Name of provider	Krafty Kids (Oldham) Ltd
Date of previous inspection	5 December 2011
Telephone number	0161 883 2402

Krafty Kids (Oldham) Ltd was registered in 2006. The playgroup operates from within New Bridge Learning Centre. The playgroup is open from 9.15am to 12.15pm Monday to Friday during term time. The playgroup supports children with disabilities and those with special educational needs. The playgroup provides funded places for two-, three- and four-year-old children. There are four members of staff, all of whom hold qualifications at level 3, including the manager.

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