

Inspection date	22 November 2018
Previous inspection date	15 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 leadership team works effectively together to provide high standards of care and education for all children. They are committed to meeting the needs of every child and family. The views of children, parents and other professionals are sought and valued as part of the team's drive for continuous improvement.
- Staff are well-qualified, knowledgeable and experienced early years practitioners. They have a very good understanding of how children develop and learn. This enables staff to recognise and plan for any gaps in children's learning and ensure that they all progress well
- Children behaviour is exemplary. They listen carefully and follow rules and routines. Staff have very high expectations of all children and encourage them to understand how their actions affect others.
- Staff are excellent role models. They help children to understand different social situations and to develop good manners. Staff encourage children to do things for themselves and to keep trying when they find tasks difficult. This helps children to develop resilience and positive attitudes to learning.
- Staff celebrate children's achievements with parents. They make sure parents know what they can do to support children's learning at home. Parents appreciate the good communication systems and feel their children are very well supported by staff.
- Staff work with parents to help children settle quickly when they start in the setting.
- Occasionally, staff do not make the most of opportunities to support children's mathematical knowledge and understanding.
- Although the progress of individual children is effectively tracked, processes to track the progress of groups of children are not yet fully embedded.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their mathematical knowledge and understanding
- review and embed systems for tracking the progress of groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a very good understanding of their duty to keep children safe and ensure the setting is secure at all times. Robust safeguarding policies, procedures and risk assessments are used effectively and regularly updated. Continued professional development opportunities are embraced by staff and have a positive impact on practice. Good systems are in place for the safe recruitment and induction of staff. Supervision and appraisals are used to focus staff targets and link to the setting's development plan. Partnerships with parents, the school, professionals and agencies are strong. Staff make sure that children quickly get any additional help they need. Parents value the setting highly and say it meets their needs extremely well.

Quality of teaching, learning and assessment is good

Teaching is very good. Staff undertake regular observations of children at play and use these to focus their planning. Accurate assessments are used by staff to build on children's prior knowledge and interests. Staff provide engaging and challenging activities and experiences which extend children's understanding and help them to achieve their next steps in learning. For example, children show fascination as they watch expanding snow crystals change when water is added. Staff encourage them to feel the consistency of the crystals and use it as part of imaginary small-world play. Staff use a range of teaching strategies to help children develop rich language and become confident communicators. Children engage in conversations with staff and their peers. They share their ideas and thoughts, asking and answering questions as they play.

Personal development, behaviour and welfare are good

Children are clearly very comfortable and happy, and feel safe and secure in the setting. They develop strong bonds with staff and go to them for comfort, support, help or reassurance when they need it. Children are supported to be less reliant on adults. At snack time, they set out their own plates and cups and pour their own drinks. Staff also use mealtimes to encourage children to talk together and develop social skills. Children develop good physical skills. For example, in the school hall, children show good control as they move across an obstacle course. Staff help children to think about how exercise affects their body. Children feel their hearts pumping before and after exercising and talk about why that happens. Children show consideration for others as they move quietly through the school on their way to and from the hall. Outside, children access a variety of good-quality resources, tools and equipment which supports all areas of learning.

Outcomes for children are good

All children make at least good progress from their unique starting points. They make independent choices and lead their own learning. Children develop a good knowledge of technology and show dexterity using a mouse to move characters in a computer game. Children build strong relationships with their peers, share and take turns. They feel valued, listened to and have a sense of belonging. Children develop the skills, knowledge and confidence they need to cope well when it is time for them to move on to school.

Setting details

Unique reference number	EY409023
Local authority	Lancashire
Inspection number	10064168
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 11
Total number of places	40
Number of children on roll	99
Name of registered person	KOGS
Registered person unique reference number	RP529708
Date of previous inspection	15 July 2015
Telephone number	01772 793313

KOGS registered in 2010 and operates from the grounds of St Michael's C E Primary School. The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four hold level 3 and two hold level 2. The setting is open Monday to Friday during term time only. Sessions are from 7.45am until 6pm. The setting provides funded early education for three- and four-year-old children.

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