

Inspection date	6 March 2019
Previous inspection date	22 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The experienced and inspirational provider, who is also the manager, is highly committed in her pursuit for excellence. The small staff team share the same vision and together they scrupulously evaluate all aspects of practice. Action plans are comprehensive and precisely focused. This has helped them to achieve an outstanding quality provision.
- Teaching is superb. Well-qualified staff use their remarkable skills and expertise extremely well. They plan an array of delightful activities based on children's unique learning needs and interests. This helps to support their rapid progress, in readiness for future learning and school.
- Children with special educational needs and/or disabilities are provided with incomparable support. Staff work collectively with parents and healthcare professionals. Together they complete meticulous individual plans, which are used tremendously well to support children's care and learning needs.
- All children display a thirst for learning and show high levels of enthusiasm to 'have a go'. The learning environment is incredible, indoors and outdoors. Staff create an exciting and stimulating learning haven where children explore a range of challenging experiences. Extracurricular activities, outings and regular visitors into the playgroup also contribute towards children's excellent understanding of the local community.
- Partnerships with parents are outstanding. A variety of highly effective systems are used to exchange meaningful information. Staff truly value the crucial role parents play in supporting their children's development. Parents are well supported to continue children's learning at home. Staff have recently introduced even more exciting methods to encourage parental involvement, such as 'busy bags', and have yet to see the full impact of these.
- Children thrive in the care of sensitive and considerate staff. Staff instinctively tune into children's individual needs. Children's emotional well-being is promoted splendidly. They have incredibly high levels of self-assurance, poise and confidence.

What the setting needs to do to improve further

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

- review and evaluate the impact of the newly introduced methods, to involve parents even further in children's already exceptional learning and development.

Inspection activities

- The inspector toured all areas of the playgroup. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held ongoing discussions and carried out an evaluation of teaching with the provider/manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments, children's records, discussed self-evaluation and action plans and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of leadership and management is outstanding

Long serving staff work exceptionally well as a small team and receive outstanding support from the manager, for example, through highly focused supervision and training. This helps to improve their already first-rate skills and knowledge. Staff disseminate their excellent practice. They lead a weekly session at the library and other settings attend, to learn from their outstanding teaching. Additional funding is used extremely well. One way staff use this is by way of a weekly sports session. This is contributing towards children's physical development and helps to ensure that children in receipt of funding make the best possible progress. Safeguarding is effective. Children's safety is given the highest priority. A culture of vigilance is adopted. The manager ensures that staff are fully aware and highly alert to any possible concerns that a child is at risk of harm.

Quality of teaching, learning and assessment is outstanding

Children demonstrate excellent physical skills. For example, two-year-old girls proficiently pick up small coloured pom-poms from baskets using tweezers. Staff skilfully extend the level of challenge. They weave material over the baskets and make the space available to manoeuvre the tweezers smaller. Children have many exciting opportunities to develop small finger muscles. For example, they use hands and fingers and make marks and patterns in foam and scented dough. Children listen with anticipation to traditional stories and staff introduce an array of props to further ignite children's interest in reading. Mathematics is exceptionally well promoted through activities and daily routines. For example, even young children knowledgeably use mathematical language, such as 'big and heavy', and talk about the weight and shape of large melons and small apples. Children expertly count in rote as they consider how many more pieces of fruit are needed to make sure everyone has an equal amount.

Personal development, behaviour and welfare are outstanding

Children's behaviour is impeccable. Staff have extremely high expectations of children and ensure children know what is expected of them. For example, staff use visual clues to indicate what is happening now and next. Children's physical health is exceptionally well promoted. Children particularly enjoy brushing their teeth to lively music. Staff provide regular dance and movement sessions and active play experiences. Furthermore, staff teach children about the benefits of a healthy diet during a highly social snack time. Children declare 'I can feel the vitamins working' as they eat fresh fruit. Children take some well-supervised risks as staff encourage them to climb, jump and balance along challenging obstacles on an exciting assault course outdoors.

Outcomes for children are outstanding

Children are remarkably self-assured individuals. For example, they recognise themselves in a mirror and talk about themselves positively. Children display excellent social skills and even children who are non-verbal play swing ball cooperatively with staff. Children are resilient individuals who persevere to complete tasks. For example, they concentrate and use trial and error to open and close assorted locks on a large activity board. Older boys are creative and facilitate their own learning. For example, they extend a water activity into role play. They become fire fighters and put out a 'fire' using hose pipes.

Setting details

Unique reference number	EY344292
Local authority	Oldham
Inspection number	10065382
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	17
Number of children on roll	12
Name of registered person	Krafty Kids (Oldham) Ltd
Registered person unique reference number	RP526640
Date of previous inspection	22 October 2015
Telephone number	0161 883 2402

Krafty Kids Oldham Ltd registered in 2006. The playgroup is open from 9.15am to 12.15pm, Monday to Friday, during term time. The playgroup provides funded places for two-, three- and four-year-old children. There are three members of staff, all of whom hold qualifications at level 3, including the manager.

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