

Inspection of Krafty Kids Oldham Ltd

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

Inspection date: 22 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The managers and staff of this playgroup have a strong sense of community values. They strive to offer local families and residents a high-quality service and respond to their needs. Staff create a nurturing and home-from-home environment where children flourish. Children arrive happy. They are emotionally reassured by the safe and supportive atmosphere, created by familiar and friendly staff. Staff celebrate children's uniqueness. They offer an inclusive provision where every child's different needs, abilities and backgrounds are celebrated. In turn, all children thrive both emotionally and developmentally. Their individual needs are understood and well met. For instance, children with special educational needs and/or disabilities are provided with close, often one-to-one support. This assistance enables everyone to join in group activities. Furthermore, activities are adapted to ensure they are appropriate for children's development needs. Some children enjoy using tools to knock plastic pegs into foam bricks while others use their fingers to push pegs into place. This simple yet effective adjustment demonstrates how everyone is supported to reach their capabilities.

Children have lots of opportunities to be active. They benefit from daily fresh air and exercise in a large and well-equipped outdoor play area. This contributes to their good physical health. When playing outside, children climb over bridges and navigate stepping stones with increasing confidence. They run at speed, avoiding obstacles as they kick and chase balls. Children are physically confident and provided with lots of scope to practise and extend these skills. Children learn how to take care of themselves. They brush their teeth each day and develop an appreciation for oral hygiene from an early age. Children begin to undertake small responsibilities and complete tasks for themselves. They look after their toys and resources by tidying up after playing. Children, at times, use their initiative and complete these tasks without prompt from adults. They are confidently independent, which is a key skill in readiness for school.

What does the early years setting do well and what does it need to do better?

- Managers invest time promoting staff's well-being. They meet with staff regularly to discuss their practice and personal needs. Staff report that they are happy in their work, and this contributes to the enthusiasm and dedication they bring to the playgroup each day.
- Staff value children's opinions. They ask children what activities they prefer and use these choices to design the programme of play. This democratic approach to activity planning helps children to feel valued. Additionally, it helps to promote enjoyment and engagement in a tailored curriculum.
- Staff monitor children's development through simple and effective assessment systems. They note even the smallest progress children make. Ongoing

observation helps to ensure staff have an accurate picture of children's ever-changing skills. Staff use this knowledge to target their teaching with precision.

- Children make a seamless transition into the playgroup when they first start attending. Induction procedures successfully help children to settle. For instance, parents share detailed information about children's abilities and routines. Furthermore, transitions offer families plenty of time to become familiar with staff and the environment. This helps to ensure that both children and parents are confident and happy prior to starting.
- Children behave well. Staff implement strategies to help them understand routines. They give children plenty of notice to prepare for changes in routines. This helps children to regulate their behaviour as they know what to expect.
- Partnerships with parents are strong. Parents speak fondly about managers, referring to them as supportive. They comment that staff go 'above and beyond' to help children and families. For instance, staff send home toys and learning resources to enable children to continue learning at home. Staff advise parents and give plenty of tips on topics such as healthy eating and toilet training. Relationships shared between parents and staff are fostered on foundations of trust and respect. This successful partnership greatly benefits children.
- Managers make effective use of additional funding to support enhanced learning opportunities. This careful consideration of spending helps to narrow gaps in children's learning and help them make good progress.
- Managers often seek support from wider professionals. For instance, strong links with local health visitors are established. This helps to ensure families and children benefit from joined-up partnership working.
- Staff support children's communication skills well, overall. They sing and use music to extend children's vocabulary through rhythm and rhyme. Staff provide ongoing narration during play, and children hear plenty of new words to support their understanding of language. However, sometimes staff ask ineffective questions and do not offer children time or opportunity to engage in two-way conversation. This prevents children from practising their speech.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve staff skills and knowledge to help them effectively engage children in two-way conversations to fully support their emerging language skills.

Setting details

Unique reference number	EY344292
Local authority	Oldham
Inspection number	10368048
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	7
Name of registered person	Krafty Kids (Oldham) Ltd
Registered person unique reference number	RP526640
Telephone number	0161 883 2402
Date of previous inspection	6 March 2019

Information about this early years setting

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 offers the government funded places for childcare. There are three members of staff, all of whom hold qualifications at level 3, including the manager.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The inspector and manager completed a learning walk. They discussed how the curriculum is designed and how children's learning is promoted.
- The inspector observed staff interactions with children during their play. The quality of teaching and impact on children's progress was evaluated by the inspector.
- The inspector and manager jointly observed a group, adult-led activity.
- The inspector spoke with parents, staff and children and considered their views and comments.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the playgroup.

We carried out this inspection 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.

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