



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109074

DfES Number: 521971

### INSPECTION DETAILS

Inspection Date 15/01/2004  
Inspector Name Abigail Langmead

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name King William Playgroup  
Setting Address Savernake Street Community Centre  
Savernake Street  
Swindon  
Wilts  
SN1 3LZ

### REGISTERED PROVIDER DETAILS

Name The Committee of King William Playgroup

### ORGANISATION DETAILS

Name King William Playgroup  
Address Savernake Street Community Centre  
Savernake Street  
Swindon  
Wilts  
SN1 3LZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

King William Playgroup opened in 1990.

It operates from one room, a kitchen, toilets and small outside area in Savernake Street Community Centre. The nursery serves the local area.

There are currently 40 children from three to five years on roll. This includes no funded three-year-olds and 24 funded four-year-olds. Children attend for a variety of sessions. The group supports children who have special needs.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45.

Three part-time staff and four full-time staff work with the children. None have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

### How good is the Day Care?

King William Playgroup provides satisfactory care for children.

Staff work well together as a team and have a clear understanding of policies and procedures for the setting. Staff provide a welcoming environment for children and space is used well to meet the needs of the children. Children have good access to toys and equipment, which promotes their independence well. Record keeping systems are well implemented by staff and all required policies and procedures are in place.

The setting has not kept Ofsted informed of significant changes in staffing and systems to ensure that staff are suitably vetted are ineffective. Staff qualifications do not meet the minimum requirement. Staff are not always suitably deployed within the setting.

Staff provide a safe and secure environment for children. Staff are vigilant, promoting good safety and hygiene and establishing routines. Children are provided with a range of healthy snacks and there is good access to drinking water. Staff cater well for children's dietary needs. Although all children are generally included, there are limited resources that reflect diversity. There are excellent arrangements to ensure that children with special educational needs are well supported and included in the setting.

Play is generally well planned and presented to interest children and to develop skills and confidence. Staff work to develop communication skills, listening closely and acting on the children's responses. Activities are balanced to meet the children's needs, offering them plenty of free choice as well as directed tasks. Staff observe and plan well to help children make progress. Staff provide positive role models for children who generally respond well.

Staff have good relationships with parents who are adequately kept informed of their children's progress, and the setting's policies and procedures.

#### **What has improved since the last inspection?**

The setting has made good progress since the last inspection. Staff now ensure that there are effective hand washing practises in place through the regular prompting of children to use the portable sink or sink in the toilet. Staff also ensure that parents are made aware of the setting's child protection procedures by providing parents with a copy and requesting they sign and date them when they have been read and understood.

#### **What is being done well?**

- Staff have a good understanding of hygiene procedures and promote children's health well.
- Children have good access to drinking water and staff provide healthy snacks. Children with special dietary needs are well catered for.
- There are excellent systems in place to ensure that children with special needs are well supported and fully included in all activities.
- Records are well maintained by staff who have a good understanding of confidentiality.
- Staff are proactive in ensuring that children are safe and secure within the setting.

#### **What needs to be improved?**

- informing Ofsted of significant changes.
- staffing; vetting procedures, qualifications and staff deployment.
- the range of resources that reflect diversity.

- systems for keeping parents informed of their children's progress and the complaints procedure

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
1	Develop and implement an action plan that sets out how the supervisor will achieve a level 3 qualification.	02/02/2004
1	Ensure that Ofsted is kept informed of significant changes.	02/02/2004
1	Ensure that staff are suitably vetted.	02/02/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
2	Ensure the effective deployment of staff during snack time and large group activities.
12	Improve arrangements to keep parents informed of the setting's policies and procedures, their children's progress, and ensure the complaints procedure includes the regulator's details.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The teaching of children is generally good.

Staff have a generally good understanding of the early learning goals. Planning covers most areas of learning and is adapted well for children's individual needs. Staff regularly observe and assess the progress that children are making and this is used to inform planning.

Staff have trusting relationships with the children. Children are well stimulated and enjoy their play. Staff have a very good understanding of the code of practice for children with special needs resulting in the inclusion of all children. Although staff provide good role models to enable children to behave well, they are not always deployed effectively during group activities to create consistency. Staff planning covers most areas of learning.

The leadership and management of the setting is generally good.

The supervisor demonstrates a commitment to improvement and has a clear aims for the setting. Staff work well together and meet regularly to plan for children's progress. They are generally deployed well within the setting. Staff's professional development is adequately managed. Teaching methods regarding children with special needs are shared and implemented very well.

The partnership with parents is generally good. Parents are provided with general information about the setting and there are good relationships between staff and parents. However, information provided about the learning expected from activities, and how parents can be more fully involved with children's learning at home is limited.

### What is being done well?

- Children are able to self-select resources independently due to effective staff organisation of resources.
- Children express thoughts and ideas with increasing confidence.
- There are positive relationships between children and staff.
- Children are able to count confidently in sequence and recognise numbers. They can identify and match shapes and use mathematical terms to describe them.
- Children respond well to stories and songs with actions and are able to manipulate an increasing range of materials and objects. They move well in

the available space.

- Children are able to explore, construct and create from a wide range of resources and materials.

#### **What needs to be improved?**

- opportunities for older children to extend their ICT skills.
- opportunities for children to link sounds and letters and identify familiar words.
- opportunities for children to use different forms of writing to communicate.
- planned activities regarding adding and subtraction.

#### **What has improved since the last inspection?**

The setting has made very good progress since the last inspection and has responded well to the key issues. Staff now appropriately question children during activities and help them to predict outcomes. Planning has been improved to include how activities will help children to make progress towards the early learning goals and what the planned learning intentions are.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated to learn and there are positive relationships between children and staff. Children are able to self-select resources with ease. Children express themselves confidently and display a high level of involvement in certain activities. Although children generally behave well, they are not always adequately supported by staff during group activities to ensure consistency. Children are not always able to develop independence at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children express thoughts and experiences confidently. They look at books with care and enjoyment. They can identify letters that spell their name and many can write their own names formed by recognisable letters. Children are not always provided with opportunities to link sounds and letters and explore rhythm on a regular planned basis. Opportunities to use different forms of writing to communicate are not extensive.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count confidently in sequence and recognise numbers. They can identify and match shapes and use mathematical terms to describe them. They are able to compare size and quantity. Children are not able to develop adding and subtracting skills on a regular basis through everyday activities. Older children are not able to extend their understanding of number problems and offer their own solutions.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to explore and investigate a wide range of resources on a regular planned basis. They are aware of local features of their environment. Children are able to self-select resources with which to construct. Children have limited opportunities to develop their ICT skills. Children have access to a limited range of resources that reflect diversity. Planned activities to look at culture and beliefs do not always reflect the backgrounds of children in the setting.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children respond well to stories and songs with actions and move safely in the available space. Children are able to manipulate an increasing range of materials and objects and are developing small and some large muscle skills. However, older children are not always given sufficient challenge to extend their large muscle skills. Although children have some opportunities to use movement to express feelings, the topic is not extensive.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to explore a wide range of different textures and materials and express their imagination for example on the day of inspection children enjoyed exploring corn flower and water. They sing favourite songs enthusiastically and enjoy using their bodies to repeat actions. Children are not able to explore sound and rhythm on a regular planned basis.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Provide regular planned opportunities for children to develop their adding and subtraction skills.
- Extend opportunities for children to use different forms of writing to record and communicate.
- Provide regular planned opportunities for children to develop their ICT skills.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*