

# Koalas Swindon Opportunity Group

Inspection report for early years provision

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**Unique reference number**

EY344140

**Inspection date**

10/02/2011

**Inspector**

Tracy Bartholomew

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Koalas Opportunity Group was first established in 1987. It operates from Saltway in the Middleaze district of Swindon. A maximum of 20 children aged from birth to under eight years may attend the provision at any one time. There are currently 38 children on roll and of these, eleven receive funding for nursery education. The setting is open for four morning or afternoon sessions a week for 49 weeks of the year. All children share access to a secure enclosed outdoor play area. The provision employs six members of staff including the manager and one voluntary assistant. Of these, six hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

All children thrive whilst attending this setting, achieving consistently well across all areas of their learning and development. This is due to the staff's enthusiasm and commitment to provide an exceptionally stimulating and fun learning environment inside. Leaders and managers are exceptionally successful in inspiring the staff team to work towards sustaining ambitious targets. The setting has meticulous achievement plans for self-evaluation and on going development, they have high expectations and set high standards which are embedded across all areas of practice. Due to this all children are making good to outstanding progress in their learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop how there can be increase of free flow activities between the indoor and outdoor play areas to further support children's exploration

## **The effectiveness of leadership and management of the early years provision**

Safeguarding and ensuring children's safety underpins all everyday practises within the setting. The setting's collaborative working with other key agencies is exemplary. Comprehensive policies and procedures, such as risk assessments are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. The management team have a robust recruitment process and all staff undertake comprehensive safeguarding training as part of their induction, which is methodically repeated annually along with medical training. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. Awareness of issues of equality and

diversity underpin everyday practice, staff get to know each child extremely well and understand how to meet their differing needs and promote fully inclusive practice.

Children are cared for by enthusiastic, professional and very well qualified staff. Children benefit from the high adult to child ratios as they receive excellent adult support; the staff are skilful and versatile, which ensures that the children's individual needs are fully met. Staff support the children during activities, interacting with them during their play and encourage their development at all times. The management team undertake constant evaluation of the setting and strive to maintain excellence in all they do. They ensure that all the staff are involved in the completion of their detailed self evaluation to ensure a varied and comprehensive assessments of their everyday practises. Resources are plentiful both in and outside the setting, although a minor element is consider how this can be increased for free flow.

The nursery has an excellent partnership with parents and clearly values parents' involvement, whilst understanding that parents are the child's first and most enduring educators. They are very well informed of the group's policies and the procedures, and all required consents are gained from parents regarding their children participation in activities and routines, this ensures that daily routines and care plans are effectively maintained in accordance with parents' wishes. A two way partnership is comprehensively maintained which enable the parents to exchange information with staff daily and receive unquestionably support to further progress their child's development, for example accessing specialist equipment, filling out documentation and attending multi-agency meetings. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Partnerships are commendable, with well-established channels of communication, this as a result promote learning and well-being for all children attending.

## **The quality and standards of the early years provision and outcomes for children**

Children of ages enjoy their learning and become absorbed in activities. The setting manages the key person approach exceptionally well and children form close links with their key person. These relationships give the children the confidence to try new things and go off and explore, such as exploring the xylophone and batons. The way the planning is tailored to the needs of individual children shows that staff understand the uniqueness of each child and how to support them on their learning journey to ensure they achieve their full potential. For example, if a child loves to play with plastic fish, activities involving these are tailored to their interests and learning plans to promote their next steps.

Children communicate with confidence, both verbally and using non-verbal methods to ensure their needs are understood. For example, pointing, using sign language and key boards with pictures. Children begin to learn that words have meanings, for example, recognising their names when they enter the group. They

respond to simple instructions and develop good listening skills, recognising the bell when this is rung for lunch time. Children develop skills in counting objects, for example, during singing activity the counted how many duck where on the picture card of five little duck. Children participate in fun activities to develop their understanding of mathematical language, for example, when making bird feeders the children develop their awareness and vocabulary of big and little and heavy and light. Throughout pouring and experimenting of the water the children developed their creativeness and fine motor skills.

Staff know each individual child's needs and stage of development thoroughly they are skilled and understand when to stand back and allow children space to develop their ideas. They undertake methodical observations of the children at play, both during focus activities and spontaneous play. Observations are effectively detailed and progress is comprehensively captured, this enables the staff to forward think and include versatile steps for future planning. Supporting evidence captures children's accomplishments effectively such as children's art work and photos.

Children are encouraged to learn about the importance of hand washing through daily routines, such as before eating and after using the toilet. Staff are highly skilled at managing children's behaviour, they use purposeful praise and encouragement, which promotes the children's self esteem and confidence comprehensively. Parents and staff work consistently to encourage children to learn right from wrong. They use sensitive methods for managing children's behaviour and ensure these are appropriate to each individual child's stage of development and as a result children respond in delightful manor.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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