

King William Playgroup

Inspection report for early years provision

Unique reference number	109074
Inspection date	24/05/2011
Inspector	Jan Moutter
Setting address	Savernake Street Community Centre, Savernake Street, Swindon, Wilts, SN1 3LZ
Telephone number	07811 649355
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

King William Playgroup opened in 1990 and is managed by a voluntary management committee, made up of parents of children at the playgroup. It operates from a room within Savernake Street Community Centre. A maximum of 26 children may attend the setting at any one time. The group opens five days a week during school term times. Sessions are available from 09.00 am until 15:00 pm Monday to Wednesday and on Thursday and Friday from 09.00 am to 12.00 noon. In addition, the group offers a lunch club until 12.40pm. All children share access to a secure enclosed outside play area.

There are currently 42 children aged from three to under five years on roll. Of these, 30 children receive funding for early education. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions. The playgroup is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The setting employs eight members of staff including staff with Early Years Professional Status. Of these, seven hold appropriate early years qualifications and one is working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff at this friendly and inclusive setting possess a good understanding of the Early Years Foundation Stage. Children are well motivated and challenged in a stimulating environment, as experienced and dedicated staff plan fun activities tailored to their individual needs. Children are encouraged to be independent and the positive contribution made by them is a real strength of the setting. Record keeping is generally robust and children are safeguarded well. The staff build trusting relationships with parents and carers, and keep them well informed about their child's development and the day-to-day running of the setting. Partnerships with other agencies involved in the care of children are excellent. The supervisor makes good use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and good outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan effective systems to help children be aware of the full range of activities and resources on offer, to further promote their independence as learners

- develop a system which will include the views of parents and children in evaluating the setting

The effectiveness of leadership and management of the early years provision

Children are safeguarded well at the setting and this is supported by the implementation of a clear and comprehensive safeguarding policy that ensures all staff are aware of their individual and collective roles and responsibilities. They are vigilant about identifying and minimising potential risks to children, and risk assessments provide all of the required information. Robust vetting procedures ensure that all adults working with children are suitable to do so, security of the premises is good and visitors to the setting are asked to identify themselves and sign the visitors' book, further securing children's safety. All members of staff at the setting are trained in paediatric first aid; accidents and the administering of medication are dealt with and recorded appropriately, and written consent for emergency medical treatment is in place. Documentation is generally maintained well, and written policies reflect staff practice and the setting's everyday procedures. Policies and procedures, including the complaints procedure, are made available to parents.

Promoting inclusive practice and encouraging children to make a positive contribution is a real strength of the setting. Good quality resources provide images that all the children can relate to are thoughtfully deployed. However, as a pack-away group at times the systems or organisation of the resources does not encourage the children to help set up and tidy away. A well-organised system to help children to be aware of the full range of activities on offer, will further promote their independence as learners. All children play together and alongside one another, naturally accepting and respecting differences. Workers know the children and meet their needs very well, and every child is recognised and valued for their individuality. They work closely with the parents to ensure that they are aware of each child's background, needs and home language. For example, parents are asked to provide familiar words in children's home languages and these are added to photographs of the children's family, which is highly effective in helping the children to settle, gain a sense of belonging and feel secure. The pictorial diary and daily routine clearly provides all parents with a quick reference to the fun and learning their children have in the group. Practitioners demonstrate a clear commitment to working in partnership with parents and others. Appropriate information is exchanged with other settings and agencies and this ensures that children receive appropriate support to help them reach their full potential. For example, staff have set up and supported parents in partnership with the speech therapist, and other agencies, which means that children who have additional needs are particularly well supported.

The Supervisor uses the Ofsted self-evaluation form as a tool to assist with reflective practice, and this has helped her to focus on what is being done well and to identify areas for further development. However, opening up the evaluating system to include the views of parents and children in evaluating the setting, encourages the written word to have meaning and that that their thoughts and

ideas are valued. Verbal input from parents is gathered through the friendly and welcoming open door policy the staff have worked hard to maintain and one can see that it is working extremely well. Parents were very positive about the staff and very please how their children were progressing in all aspects of learning and development. This means that the additional work the staff and committee has maintained has made the environment a warm welcoming place that children and parents are happy to attend. The setting has addressed the recommendations made at the last inspection and staff are positive about maintaining continuous improvements in their practice.

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

Children demonstrate a real sense of belonging in this friendly, relaxed and inclusive pre-school. They arrive happily, settle quickly and remain productively engaged throughout the session. Sensitive settling in procedures allow children access to their comfort items until they are ready to let them go. Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. 'On entry' assessments and the 'all about my child' forms completed by parents provide relevant information to establish children's starting points. Assessment records and individual child profiles clearly show how children are progressing, with observations clearly matched to the six areas of learning. Children's next steps are incorporated in order to help track children's achievements and inform future planning. The storage of children's records is generally good. Staff use excellent management skills to ensure that sessions run smoothly and this has a positive impact on all the children.

Children's personal, social and emotional development is supported in a number of ways. For example, at registration time, they come in with their parents and self register by collecting their name, and placing it on their draw in which they can put their personal things ready for parents to collect at the end of the session. They talk about where they live during an activities and where they have been, 'It's so nice to see you back after your holiday have you had a nice time?' Children's views are also taken into account. For example, the children suggested having musical instruments out and selected from the list they were given to look at, to empower them to make their own choice. They chose an electronic piano on its own stand, which they took, turns to play and make sounds also additional dressing up clothes containing multi-cultural outfits from Power Rangers to Indian Ceremonial dress, which was then provided for them. This effectively demonstrates to the children that their thoughts and ideas are valued.

Children's behaviour is very good. The staff are very positive role models, who are respectful and polite, and there are good strategies in place to support the children to share and take turns, such as the egg timer used to time children's turns on the tikes outside. Children openly express their feelings as one child asks 'why are you crying', genuinely concerned of another child who had bumped their hands while playing outside. Children's confidence is supported and reinforced, as they are

encouraged to be independent and do things for themselves. For example, they are encouraged to put on and zip up their own dressing up clothes. They receive lots of praise and affirmation for their achievements, which lays firm foundations for their feelings of self-worth and esteem. Children learn to make sense of the world around them as they play with water, painting the wall with various size of brush and use with growing control. This also enables them to develop good skills for the future. The children's understanding and respect for diversity is further promoted by celebrating different cultural and religious festivals from around the world. Staff are skilled at extending children's language by asking them to think about and explain what they are doing. For example, one child has a paper snail in a box with real leaves for food, while another child wishes to keep the ladybird on his arm and is coaxed to put the ladybird safely into a bug magnifying box to keep the bug safe, offering care and respect for life. They are beginning to recognise the written word as they find their name cards to self-register, and their early writing skills develop well during mark making activities. Many stories can be heard throughout the session, which is facilitated by staff and they in turn, use story props, such as puppets and stick people, to reinforce which people are involved in the different stories.

Children enjoy physical play in the outdoor area where they make mud pies, crawl through tunnels, dig in the garden, and relish the sense of space, freedom and fresh air. Staff talk to the children about the benefits of physical activity and how their bodies work, which encourages them to choose healthy options and lifestyles. Good hygiene routines are followed and children know that they need to wash their hands after using the toilet and before they eat. Staff gain details from parents and record and cater for any special dietary requirements. A snack table is set up during the session and children who want snack sit down, sometimes three or four at a time, and other day's altogether. On the day of inspection, the children chose cereals and milk, which tested their volume and capacity skills. They are encouraged to be independent and confidently pour their drinks, cut up their apples and peel their own tangerines. Staff sit and chat with them at lunchtime extending their social skills and promoting skills for the future with many children transferring to three different schools in September. Children are developing their knowledge of how to keep themselves safe as they discuss how they need to be careful when using knives and scissors. Regular fire practices, road safety schemes and visits from the local police all help to support children's understanding of how to stay safe.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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