

# King William Playgroup

Savernake Street Community Centre, Savernake Street, Swindon, Wilts, SN1 3LZ



## Inspection date

6 May 2015

Previous inspection date

24 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and children are motivated to learn because staff provide a wide variety of exciting learning opportunities.
- Children form close attachments with staff; they learn to manage their feelings by following staff's good examples, which prepares them well for school.
- Staff understand the children's needs well. They assess children's skills accurately, putting additional support in place if needed. This means children progress well, given their abilities on entry.
- The manager, committee, staff and parents regularly evaluate and review the provision, setting targets for continuous improvement.
- Staff training has a positive impact on provision and improving practice, such as behaviour management. Staff are well trained in safeguarding and child protection, which promotes children's welfare.
- Partnerships with parents are very strong; they feel involved and well informed about their children's progress.

### It is not yet outstanding because:

- There is scope to develop the outside learning environment by providing more opportunities for investigation, exploration and challenging learning.
- Systems for performance management do not encourage staff to always evaluate and analyse the impact of their teaching, in order to raise standards even further and share good practice.

## What the setting needs to do to improve further

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

- develop further a highly stimulating environment outside, which challenges children and promotes exploration and investigation to enhance all-round development
- develop performance management systems further by encouraging all staff to evaluate their practice and analyse the impact of their teaching.

### Inspection activities

- The inspector observed children's activities and the quality of teaching indoors and out.
- The inspector spoke to staff and children at appropriate times, and held meetings with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at children's records, planning documents and evidence of the suitability of staff working with children.

### Inspector

Helen Millard

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy a range of activities, which extend learning across the seven areas. Staff have a thorough understanding of the Early Years Foundation Stage. Children enthusiastically initiate many activities themselves and staff play alongside them, developing speaking, listening and concentration skills. Staff have high expectations; they question children's thinking, which extends learning. Whole group activities give children skills for future learning, which prepare them well for school. Children played with shaving foam on a table, describing feelings and textures. Staff extended this activity to develop phonic learning and writing. Staff discuss individual children's needs and next stages in learning. This helps them to adapt activities to ensure progress. Staff carefully monitor children's learning through observation and assessment. They work closely with parents and this ensures a consistent approach.

### **The contribution of the early years provision to the well-being of children is good**

Children form close bonds with staff, which support their emotional well-being. Staff take time to get to know each child and their family well. This means children feel cared for and happy. Staff encourage good behaviour and kindness; consequently children quickly understand which behaviours are acceptable, and they cooperate and respect each other. During meal times, staff extended learning about healthy food and children prepared the tables and served themselves. This encouraged children to manage their personal needs effectively and develop independence. Staff develop children's physical skills by using the local hall, outside areas and places of interest. Regular visits to local schools develop children's social skills and staff use these visits to extend understanding of road safety and keeping safe. These visits also prepare the children well for the next stage in their learning and maintain partnerships to support learning.

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

The manager spends time monitoring progress, ensuring gaps in learning are closed. Staff discuss and share regular training, which prompts improvements in provision. Recent training on improving learning outcomes for boys prompted a review of resources and learning opportunities. This means training has a positive impact on teaching and learning. The recent reorganisation of the staff team means staff are clear about their roles and responsibilities. The management committee maintains a range of policies and procedures. Their fundraising enables staff to make improvements in the provision, such as the new premises and future development of the outside area. New staff undergo thorough induction, and are well supported and monitored by more experienced staff. Partnerships with other providers and professionals encourage self-evaluation and improvement, which maintains high standards.

## Setting details

<b>Unique reference number</b>	109074
<b>Local authority</b>	Swindon
<b>Inspection number</b>	839567
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	King William Playgroup Committee
<b>Date of previous inspection</b>	24 May 2011
<b>Telephone number</b>	07811 649355

King William Playgroup opened in 1990 and is managed by a voluntary committee. It operates from Eastcott Hall, next to Savernake Street Community Centre in Swindon, Wiltshire. The playgroup opens five days a week during school term times. Sessions are available from 9am until 3pm on Monday to Thursday and from 9am to 12pm on Friday. In addition, the playgroup offers a lunch club until 12.40pm on Monday to Thursday and until 1.15pm on Friday. The playgroup receives funding for free early education for three- and four-year-olds. It employs eight members of staff, of whom one holds qualifications at Level 4 and six hold qualifications at Level 3.

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