

# Koalas Swindon Opportunity Group

Salt Way Centre, Pearl Road, Middleaze, Swindon SN5 5TD



<b>Inspection date</b>	5 April 2019
Previous inspection date	3 July 2014

<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
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leaders and staff use good methods for self-evaluation. For instance, they encourage parents, carers and other professionals to share their feedback to support the evaluation of the service being provided.
- Key-person systems are used extremely well to support children and their families. Staff develop strong bonds with their key children. They work closely with the other professionals involved in children's care to create a shared approach to learning.
- Staff use good methods to assess and monitor children's progress. They plan a good range of activities that are interesting and stimulating for the children's individual learning needs.
- Children are settled and happy. Children and their families benefit from the close relationships that they build within the setting. Staff support children's personal, social and emotional development very well.
- The environment is calm and relaxed. Children are keen to explore the wide range of resources available to them.
- On occasions, some staff need more guidance to develop confidence in implementing their skills, to enhance the quality of their teaching even further.

## What the setting needs to do to improve further

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

- develop the support needed for some staff, to ensure the quality of teaching is of a consistently high standard, with particular regard to their interactions with children.

### Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the deputy leader and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy leader.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of the procedures that they should follow if they have concerns about a child's welfare. The leadership team follows robust procedures to recruit and monitor staff's ongoing suitability. Staff are passionate about their work and are keen to develop their skills and knowledge further. For instance, they take part in regular meetings and attend training. Staff reflect positively on how a recent course on building play and language has helped to support children's language development further. Leaders use good procedures to monitor children's overall progress, and additional funding is used well to support individual learning needs. Staff place a high emphasis on keeping children safe. For instance, risk assessments are carried out on children's needs to ensure that staff meet their care needs effectively.

### Quality of teaching, learning and assessment is good

Staff know the children very well. They follow good procedures to work with parents and carers in order to get a good starting point for each child. Mostly, staff interactions are of a high standard and they tailor their interactions to meet the level of children's understanding and ability. For instance, children with physical needs benefit from close contact with their key person as they are supported to explore the soft-play area, and staff recognise that other children need less contact. Staff use their assessment procedures well to plan for children's individual needs and to share information with the other settings that children attend.

### Personal development, behaviour and welfare are good

Staff have effective strategies in place to support children to learn to manage their feelings and behaviour. For example, they use sand timers as visual reminders to help children to learn to sit and wait for their peers at mealtimes. Staff use good methods to help older children understand routines. For instance, they use now and next boards to support children as they struggle with changes to the activities. Staff support children's physical development well, for example through using the large balls to roll on, and using the large equipment in the garden to climb and swing.

### Outcomes for children are good

Children below the typical levels of development thrive at the setting. They develop their communication skills well, for example through using visual clues, sounds and signs to communicate their needs. Some children develop their language skills well. They excitedly join in with action songs and rhymes. Children are motivated to explore and be involved in activities. They acquire the skills required to support their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY344140
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10069821
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Koalas Swindon Opportunity Group
<b>Registered person unique reference number</b>	RP522833
<b>Date of previous inspection</b>	3 July 2014
<b>Telephone number</b>	01793 465361

Koalas Swindon Opportunity Group was first established in 1987 and operates from Saltway in the Middleaze district of Swindon. The setting supports children with special educational needs and/or disabilities. It offers care from 9.15am to 2.30pm on Tuesday, midday to 2.30pm on Thursday and 9.15am to 2.45pm on Friday, during term time only. The setting employs nine members of staff, including the manager. All staff hold appropriate early years qualifications at level 2 or above. The group receives funding for the provision of free early education for two-, three- and four-year-old children.

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