

Inspection of King William Playgroup

Eastcott Hall, Savernake Street, SWINDON SN1 3LZ

Inspection date: 26 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and are warmly welcomed by a friendly, nurturing and long-established staff team. Children show a strong sense of belonging. They confidently find their pegs to hang up their bags and coats. Children are eager to learn and thoroughly enjoy the activities that are freely available. Their independence is supported well. For instance, children tend to their own physical needs and develop good self-care skills. During snack times, children pour their own drinks, peel their own fruit and clear away after themselves when they have finished.

Staff have high expectations for children's behaviour and, as a result, children behave well. Children know the routines and rules of the setting and demonstrate these throughout the day. For example, children recall the rules when they visit their mini allotment. They know that they must stay within the boundary and walk down the ramp to the allotment.

Children have plenty of opportunities to engage in physical exercise outside in the fresh air. They show high levels of enjoyment as they explore, run and climb on equipment. Children show good control as they ride on bicycles and scooters. These opportunities help to develop their core strength, coordination and balance.

What does the early years setting do well and what does it need to do better?

- The long-standing manager is passionate about providing high-quality care and education. She has a clear vision for what she wants children to achieve, and this is embedded and understood by the staff. Children's progress is closely monitored, and they are well prepared for the new challenges they will encounter as they move on to school.
- The support for children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, such as early years pupil premium, is good. Staff identify potential areas of need and use funding effectively to fully benefit each child it is allocated to. This has enabled the manager to purchase additional resources and to allow children to have experiences they might not get outside of the playgroup. For instance, children have visited the cinema and they learned about exotic animals when they visited the playgroup. Children with SEND and vulnerable children make good progress in their learning and development, and the use of funding helps to narrow the gap between them and their friends.
- Staff adapt their interactions appropriately to support children who speak English as an additional language. They use visuals and single words to help build children's understanding. However, children do not hear or use their home language during their time at the playgroup. This hinders their progress in making connections with what they know and in developing their confidence to

speak English.

- Parents talk positively about the playgroup and the staff team. They are happy with the communication with the staff. There are opportunities for them to attend stay-and-play sessions, and they are able to talk with their child's key person on a regular basis. They comment that their children have grown in confidence since starting at the playgroup.
- Staff provide vast opportunities throughout the day for children to develop their communication and language skills. For instance, staff support children in small groups to develop their listening and attention skills and their speech. Staff listen intently to children and extend their language and thinking through good questioning. Children demonstrate their good communication as they add narratives and storylines to their role play. Children are able to participate in two-way conversations.
- Staff plan engaging activities that centre around children's learning needs and interests. For instance, children show deep concentration as they fill pots with soil and plant seeds. Children recall information well and show that they know what plants need to grow. Children estimate how many scoops of soil it will take to fill their pots. They wait patiently and take turns with other children well.
- Staff receive supervision meetings to support their professional development. However, the monitoring of their performance does not focus sharply on identifying areas for staff to further develop their teaching and interaction skills. Overall, staff's interactions with children are good. However, at times, staff miss opportunities to join in with children's self-initiated play to extend their experiences further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good safeguarding knowledge. They are aware of the potential signs that may indicate a child may be at risk and know who to contact if they have concerns. Staff know how to report concerns about another member of staff and know how to escalate any safeguarding concerns that could arise in the playgroup. Staff complete daily risk assessments to ensure that the building and outdoor areas are safe. Children are always well supervised during the sessions.

What does the setting need to do to improve?

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

- enhance support for children who speak English as an additional language to hear and use their home languages, to boost their understanding and confidence to speak English
- provide staff with strategies to improve extending children's play ideas and experiences when children are leading their own learning.

Setting details

Unique reference number	109074
Local authority	Swindon
Inspection number	10276153
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	26
Number of children on roll	39
Name of registered person	King William Playgroup Committee
Registered person unique reference number	RP909012
Telephone number	01793 527678
Date of previous inspection	4 July 2017

Information about this early years setting

King William Playgroup registered in 1990. The playgroup opens five days a week during school term times. Sessions are from 9am until 3pm, Monday to Friday. The playgroup receives funded early education for three and four year olds. It employs eight members of staff. One staff member is a qualified teacher, one holds a qualification at level 4, four hold a qualification at level 3 and two are unqualified.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Parents spoke to the inspector and gave their views on the playgroup.
- The manager completed a joint observation of an activity with the inspector.
- The inspector observed children playing and learning and evaluated the quality of learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- A range of documentation was reviewed, including staff suitability and first-aid certificates.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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