

King William Playgroup

Eastcott Hall, Savernake Street, Swindon, SN1 3LZ



Inspection date	4 July 2017
Previous inspection date	6 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff have a good understanding of the ways in which children learn and develop. They plan stimulating activities that appeal to children's interests. Children are eager and confident to explore and they make good progress from their initial starting points.
- Staff are good role models. They positively reinforce good manners and provide plenty of praise and encouragement to help raise children's confidence and self-esteem. Children demonstrate a clear respect and kindness towards others.
- Partnerships with parents are good. Staff work closely with parents and give advice to help them support their children's development at home. Parents comment that staff are very friendly and they appreciate the care and learning their children receive.
- Leaders show a strong commitment to continuing to improve the provision. They have a clear understanding of staff's strengths and areas for further development. They have addressed the recommendations set at the last inspection and maintain good outcomes for children.

It is not yet outstanding because:

- Staff do not consistently recognise opportunities to challenge and extend all children's learning to help them make the best possible progress.
- The initial information gathered from parents by staff about what their children know and can do is not sufficient to help precisely plan for children's progress from the very beginning.

What the setting needs to do to improve further

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

- strengthen opportunities to further improve staff's skills in recognising the opportunities that arise to continually support and extend all children's learning even more
- gather sufficient information from parents about what children already know and can do when they first start attending, to help identify their next steps for learning and further support children's progress from the very beginning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, and staff suitability checks. She discussed the playgroup's self-assessment and procedures to monitor children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the playgroup deputy manager.
- The inspector completed a joint observation with the playgroup deputy manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Lesley Voaden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff keep up to date with changes in legislation. They fully understand their responsibilities to respond to any concerns about a child's welfare. Leaders follow rigorous recruitment and induction procedures to help ensure all staff are suitable for their role. They monitor and track all children's progress and interventions are quickly put in place for any identified gaps in their learning. Leaders support all staff in their roles. For example, they have regular team meetings, appraisals and observations of their teaching to help improve performance. Leaders seek out and provide training for all staff. Staff use their new knowledge in sign language to improve their practice and children's outcomes. Leaders have established links with other professionals to ensure continuity in care as children move to other settings.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. They plan activities well to help children achieve the next steps in their development. Children's language development is supported well. Staff speak clearly, listen carefully and model new words, such as 'larger' and 'smaller', to extend children's vocabulary. Children of all ages are imaginative in their play and test out their ideas. They become superheroes and construction workers, and follow water trails with fascination to see where they go. Children develop an understanding of the natural world. For example, they have great fun as they create pictures of animals that live under the sea and use magnifying glasses as they enthusiastically search for insects that live in the garden.

Personal development, behaviour and welfare are good

Children show that they are emotionally secure and have established close bonds with the staff who care for them. Children gain independence and learn about healthy lifestyles. Younger children pour their own drinks and older children put on their own coats ready to go home. Staff support children's physical development well. All children enjoy daily fresh air and relish playing in the outdoor area. They enthusiastically peddle bicycles, climb ladders and jump off steps. Staff talk to all children about risks and how to keep themselves safe. Children learn about the wider world and festivals celebrated by others, which contributes to their growing understanding of diversity.

Outcomes for children are good

All children are well prepared for the next stage of their learning and for the eventual move on to school. They are confident and make good progress in mathematics. For example, older children count, sort and match shapes, and younger children identify numbers as they park their bicycles. All children develop their early literacy skills. Younger children make marks with chalk and the most-able children confidently link letters and sounds.

Setting details

Unique reference number	109074
Local authority	Swindon
Inspection number	1089030
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	26
Number of children on roll	49
Name of registered person	King William Playgroup Committee
Registered person unique reference number	RP909012
Date of previous inspection	6 May 2015
Telephone number	01793 527678

King William Playgroup registered in 1990. The playgroup opens five days a week during school term times. Sessions are from 9am until 3pm on Monday to Thursday and from 9am until midday on Friday. The playgroup receives early years pupil premium funding and funding for free early education for three- and four-year-olds. It employs eight members of staff. One holds a qualification at level 4 and seven hold a qualification at level 3.

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