

# Emmanuel Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	226269
<b>Inspection date</b>	04 February 2008
<b>Inspector</b>	Kate Bryan
<b>Setting Address</b>	Emmanuel Church Hall, Forest Road, Loughborough, Leicestershire, LE11 3NW
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<b>Registered person</b>	The Trustees of Emmanuel Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Emmanuel Playgroup operates from two rooms in the Emmanuel Church Hall and has been registered since 1970. It is situated close to Loughborough town centre and serves the local and surrounding community. The playgroup is open Tuesday to Thursday from 09.30 until 12.00 during term time only, the group also opens on Monday between 12.15 and 14.45.

There are currently 35 children on roll of which 22 receive funding for nursery education. The playgroup can offer support to children who speak English as an additional language and children with learning difficulties and/or disabilities.

There are 11 staff working with the children, seven are qualified and three are working towards a qualification. The playgroup receives support from the local education authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a clean and suitably maintained premises. A sick children policy details how children with infectious diseases must not attend the group. However, this does not include procedures for looking after children who become ill at the group and therefore children's health needs are not maintained as effectively as possible. Staff remind children to wash their hands before food and after using the toilet and they use liquid soap and paper towels so that cross-contamination is reduced effectively. However, staff do not routinely explain to children why these practices are important which means they are not learning to be responsible for their own hygiene as well as possible.

Children enjoy outside play daily in a garden area that has a good range of resources such as a slide, a play house, a sand pit and ride on toys which are used effectively to promote their developing physical skills. They also practise balancing on pots and negotiate their own and other's space. Small hand practices include using a computer mouse and beating eggs with spoons which enables children to develop a good range of physical skills.

Children enjoy nutritious snacks of fruit which contain a variety such as kiwi, apples and bananas. They also have practical activities such as baking cookies to promote their awareness of food. However, staff do not routinely talk to children about healthy eating during these activities so they do not learn as effectively as possible about a healthy lifestyle. Children also do not have easy access to drinking water which means their need for hydration is not met appropriately.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a large room that is decorated with their displays, they also have access to a smaller room that is used for show and tell sessions. Staff are deployed effectively in these rooms to ensure that children are always within sight or sound of them. Resources are good and promote play and learning and these are easily accessible so that children can make their own selections during free play. Daily checks indoors and outside ensure that all resources and the premises are safe for children's use. Children also take part in regular fire drills and appropriate fire equipment is in place to ensure their safety.

Children are well protected as staff monitor access to the group and they have sole use of the community hall during their opening hours. A suitable risk assessment is in place to ensure children's safety within the premises and a procedure for outings is designed to promote children's safety when on trips. Children have also undertaken topic work on road safety so they learn effectively to be responsible for this when on trips.

A suitable child protection policy is in place in order to keep children safe, this contains procedures to deal with allegations made against staff members or volunteers. Staff spoken with have a clear understanding of procedures to follow to keep children safe and it is also covered as part of their induction procedure. However, parents are not made aware of the child protection policy which means children's safety may be compromised.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy at the group and most leave their carers with confidence. If any children are upset then staff take the time and trouble to cuddle them and involve them in a range of activities until they settle. A wide range of activities are provided for children which include a painting area, a home corner, a book truck, a climbing frame and a computer. They also have ample time for free play which allows them to explore their environment and learn through play.

Warm relationships are in place between staff and children and children happily engage staff in conversations about their interests, for example what they are going to do at the weekend. Children are learning to be effective communicators because staff spend time talking to them and explaining about activities such as making a streamer. Staff also spend time during activities asking children questions to promote their thinking. For example, during cookie making they were asked what the mixture felt like. Children also had the opportunity to observe changes as they mixed flour and water and made cookie mixture for baking.

Staff are familiar with the 'Birth to three matters' framework and are using this to plan activities, this is also used well to assess children's progress so it is clear that children are progressing developmentally. Children receive lots of praise for their achievements, for example when they have completed paintings, which increases their confidence and makes them feel valued. Children are making good progress in developing their imagination and creativity. They happily dressed up as princesses in a castle and worked together to create a story as they waited to be rescued. Children also enjoy show and tell sessions where they have to guess which of their toys is coming out of a bag.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff have a suitable awareness of the Foundation Stage and of promoting this so that children make sound progress in most areas of learning. Planning systems are in place to show how the six areas of learning are promoted and these are linked to the stepping stones. However, planning is not differentiated to match individual children's abilities. All staff complete regular observations on children and assessments show what children have learnt and need to learn next. Good levels of staff support means children are confident to initiate their own activities from a wide range of toys and resources within the room, for example, floor activities and a construction activity.

Children are beginning to play cooperatively alongside each other, for example as they make cookies, and older children are starting to develop their concentration skills as they listen to stories. Children's independence skills are well promoted as they select from a range of toys and put on their coats to go outside. Children enjoy communicating with others and are confident to talk in a larger group and sing nursery rhymes. They are learning to recognise their own names and are beginning to make progress in learning about the letters that words begin with. They also have access to a range of books but staff do not promote children's interest in these and there is not a cosy area for them to sit and enjoy books. Children are able to form some letters correctly and older children are making appropriate progress in writing their names, they also have access to materials for mark-making daily. Children count confidently and in order to at least 10 and are also becoming familiar with basic counting as these are used in songs and rhymes. These are also used to give children the opportunity to practise basic subtraction and addition. Children recognise shapes and are confident in using words to describe

mathematical concepts such as comparing size and height and using scales to measure. Older children have also used a graph to plot their holidays and method of travel.

Children have a sound awareness of information technology and confidently use a drawing program on the computer. They have enjoyed trips out into the local community to visit the library and museum and have worked on constructing a town map so they have a good awareness of their place in the community. Children are skilled in constructing with a purpose and have made cars and towns to support their knowledge of the community. They are developing their awareness of their place in their family by talking about people who are important to them and activities they are going to do with their families. Children are also developing a good awareness of the natural world as they grow bulbs and cress and explore the garden area. Children develop good small hand skills through a range of activities, such as using rolling pins and scissors. Indoor activities include parachute play which promotes whole body skills as children run under this. Children enjoy role play activities and have access to a good range of clothes to support their imaginative play. They have also made crowns so they can participate in a story about knights. Singing is enjoyed by the children and they have a good repertoire of songs they can match actions to. Children are learning well about using their senses as they feel textures such as sticky cookie mixture and smell food flavourings. They also access musical instruments which gives them a further form of expression.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff are available to be spoken with daily so that parents always know about their child's progress and parents may stay as long as possible to ensure their child settles well. This promotes a good sense of belonging and ensures children feel secure. Children also take home work they have completed so parents can share in their achievements. A suitable range of information about the setting, including a prospectus containing some policies and procedures, is given to parents at admission so that they are clear about how the service will be delivered to their child.

All children are welcome at the group and staff have taken appropriate measures to ensure all children receive an individual service. For example by working closely with parents and other professionals. A satisfactory policy regarding equal opportunities underpins practice at the group and a range of resources are in place which promote positive images of other cultures. Children also acknowledge a range of festivals, such as Diwali, so they learn to recognise and appreciate differences. Overall, children's spiritual, moral, social and cultural development is fostered.

Children enjoy sitting at carpet time singing songs but this is not always managed effectively to ensure that all children are engaged and some children distract others. Children receive lots of praise for good behaviour and occasional 'Smiley Face' badges as a reward so they know they have been acknowledged. A suitable behaviour management policy is in place which includes making a child aware when behaviour is unacceptable and using time out if required. However, there is no procedure for dealing with bullying which means behaviour may not be managed consistently.

A policy about learning difficulties and/or disabilities and a Special Educational Needs Coordinator are in place at the group to ensure all children receive an appropriate service. Staff have a clear understanding that all children are included in activities so they feel a good sense of belonging.

The partnership with parents and carers is good.

A notice board is in place which displays half termly plans and themes so they have a good awareness of what their child is learning. Planning also contains information about carrying on children's learning at home. For example by building shops with construction toys. There are also good opportunities for parents to be involved in their child's learning as many help at the group on a voluntary basis. Parents can also attend an annual morning where their child's progress can be discussed and files viewed. However, parents do not complete a baseline assessment of their child which means staff cannot build upon their existing strengths and interests.

## **Organisation**

The organisation is satisfactory.

Robust application procedures ensure that children are cared for by staff that are suitably checked and qualified. Staff undergo a suitable induction procedure to ensure that children receive a consistent service, this promotes their security. Children also benefit from being in a key worker group to ensure they settle quickly and comfortably.

There are seven qualified staff who work with the children and three who are undertaking training, there is also a training programme in place to ensure that children benefit from motivated staff. Training attended includes behaviour management, first aid, child protection and anti-bias. Most legally required documentation which contributes to children's health, safety and well-being is in place.

The leadership and management of nursery education is satisfactory. Yearly staff appraisals ensure that staff's training needs are identified and these include self-assessments so that they can reflect upon their own performance. There are systems in place to monitor and evaluate the nursery education provision to ensure this is delivered appropriately to all children. To achieve this the leader regularly observes staff and provides feedback on their practice so that they know how effective they are in teaching children. The leader is aware of the strengths and weaknesses of the group and an action plan is in place to ensure that weaknesses are addressed so that children receive a quality service. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to complete registers to include hours of attendance of children. The hours of children's attendance are recorded so it is clear which children are at the group.

At the last nursery education inspection the provider agreed to provide opportunities for children to gain a greater understanding of addition and subtraction and the terminology relating to this, provide opportunities for children to see words and number displayed around the room and provide a range of information, communication and technology equipment to support children's learning. Children benefit from seeing words and numbers around the room and are gaining a good awareness of adding and subtracting in daily activities. They also have access to a computer and remote controlled toys so their awareness of information technology is promoted.

## Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework
- ensure that children have access to drinking water at all times
- make sure that the sick children policy includes procedures for looking after children who become ill
- ensure that children's behaviour is managed in a way that promotes their development
- make sure that the behaviour management policy includes a statement about bullying.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that planning is differentiated so the needs of all children are met
- promote children's awareness of books and of looking through these for pleasure
- ensure that parents complete a baseline assessment for children so staff can build on their strengths and interests.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)