

# Emmanuel Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	400366
<b>Inspection date</b>	24/11/2009
<b>Inspector</b>	Christine Tipple

<b>Setting address</b>	St Saviours Church Hall, Gladstone Road, Scarborough, North Yorkshire, YO12 7BL
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Emmanuel Playgroup has been registered since 1979 and has operated from three venues in the area over this time. It is managed by a voluntary committee. The provision is based in St Saviours Church Hall in the centre of Scarborough. The playgroup uses the main hall, smaller room and associated facilities within the building. There is access to an enclosed outside play area. The playgroup serves the local community.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 30 children aged from two to under five years on roll. The playgroup is registered by Ofsted on the compulsory Childcare register, currently no children attend over five years. The playgroup is open in term time only. It is open Monday to Friday from 9.00am to 12.00pm and on Monday, Wednesday and Thursday 12.00pm to 3.00pm, this includes the lunch club. Children may attend for a variety of sessions.

There are six members of staff, all have a relevant childcare qualifications at level 3 to 5. The playgroup are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made very welcome and are happy and secure at the playgroup. Staff provide positive support to all the children through the caring relationships established. This enables children to develop their interests and learning opportunities relevant to their individual needs in an inclusive environment. The partnerships established with parents is good and promotes a shared approach to their children's development. Links with the community, other agencies and the local school are effective, promoting continuity and providing relevant support systems. Staff work in a positive way to evaluate their practice and identify where they need to develop further. They seek other professional guidance and attend regular training as part of their ongoing approach.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review how the space and resources are organised to further maximise children's play and learning opportunities
- develop further the information on staff recruitment and selection particularly staff roles and responsibilities
- extend the opportunities to work in partnership with parents, to involve them in their child's continuous learning and development.

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

Children's welfare and protection is managed effectively by staff, which is reflected in the playgroups safeguarding policy and procedures. As with all the playgroups policies, these are reviewed to ensure they reflect current guidelines and requirements. There is a designated safeguarding staff member who takes the lead in ensuring information, staff training and contact details of the relevant agencies are up to date. The playgroup has clear risk assessments and daily checks in place, which cover the full range of activities and provision for the children. The staff set up and put away all resources and equipment on a daily basis. This system does not always maximise the play and learning opportunities for the children through best use of the space and how resources are set out. However, the staff ensure there is enough selection and variety to provide the children with purposeful activities and experiences.

The recruitment and selection procedures are detailed in the playgroups staffing policy. However, the information in relation to job roles and responsibilities are not sufficiently detailed. All relevant checks and other information for staff including regular appraisals and individual training details are fully established. The staff work very well as a team and this is promoted through their commitment to the provision in place for the children. The staff are deployed to ensure the children's individual needs are well supported to enable their ongoing development and inclusion. Children re-use a range of different resources and materials collected by staff and parents, such as catalogues, paper, and junk materials, for model making as part of their recycling initiative. The staff work closely with other agencies to ensure children's additional needs are positively supported. Information is shared with parents on community and drop in services, where they can seek advice and guidance for their children, regarding speech and language. The playgroup has resources and information in other languages and different cultural festivals and celebrations are also incorporated into the yearly range of activities for the children.

Relationships with the parents are very good. Staff ensure they have time to discuss children's progress and development on a daily basis with them. The newsletter, notice boards and welcome pack all provide good information on what the playgroup provides for their children. Each child is allocated a key person, which offers a consistent contact for both parents and children. The introduction of children's learning files offers photographs and information which link to the areas of learning. These are accessible for parents to take home and share with their children and other family members. However, this is not fully explored by staff to enable them to contribute more effectively to their children's ongoing learning and development. Parents are encouraged to take a more active role in the playgroup by being a member of the committee. Other opportunities are also available, such as, supporting fund raising events.

## **The quality and standards of the early years provision and outcomes for children**

The relationships established between staff and children are highly supportive. Children are settled and enjoy opportunities to access the positive range of resources and activities provided. The staff provide a balance of child-led and adult intervention so children can explore and discover for themselves. Staff attend training, which ensures they are developing their provision and working effectively in implementing the EYFS. The staff are allocated children who have their own learning file; these contain captions and photographs, which link with the areas of learning and provide a positive account of each child's experiences. The long term plans cover key events and topics as a basis for covering all areas of learning. The weekly plan looks at enhancing the core areas of the provision to support the children's independent play and to respond to their interests. This also identifies children's next steps to ensure they continue to progress and receive any additional support.

Children are relaxed and confident in their surroundings and receive support and experiences, which helps them to develop a positive sense of themselves and others as well as extending their social skills. This enables them to effectively develop their learning through play. The children form friendships and develop skills in relation to their behaviour, they learn to listen, take turns and know the expectations and boundaries in place and to accept instruction when needed. Children's speaking and listening skills are enhanced through staff spending time talking with them. This encourages them to express themselves and develops confidence in their language skills. Reading stories together and access to books throughout the session, as well as the use of props all enhance story time with the children. Songs, use of rhythm and rhyme and the simple use of phonics support the children to listen and recognise sounds of letters and words. The staff ensure the children have a selection of different tools to promote their emergent writing skills. Children have good opportunities to see and use numbers through their play and to make connections and to count. Children have resources which enable them to sort and match. They develop their knowledge and understanding of the world through the range of positive images, resources and related activities, and through relationships established within their community. Regular outings are organised by the staff, such as the bug hunts, visits to nature areas, the beach and sea life centre.

The playgroup have various visitors which include the emergency services and road safety advisors. The combination of various tools and activities enhance children's physical strength and mobility. The newly surfaced outside area is accessible all year round and children have all weather suits and wellingtons to enable them to enjoy the outdoors and fresh air. Children have a wide selection of role play and small world resources, where they dress up and make dens. The range of good creative activities enables children to develop their ideas through various mediums and materials, which they build and make their pictures with. The staff ensure positive hygiene practices are managed well, with the children and the facilities are in place to promote their independence. Clear information is shared with parents on minimising cross infection. Children have daily snacks provided,

these promote a healthy selection, which the children enjoy. Lunch is brought in by the parents and with staff input and information the balance of nutritional choices has improved. Baking sessions through the healthy eating programme are offered each month which parents can attend. These sessions enable the children to take an active part in preparing a variety of foods to eat, such as soup and dips with vegetable sticks and fresh home made burgers. Children are supported to feel safe and secure, this is reflected in their relationships with the staff and the positive sense of belonging and self assurance they have. The children take an independent level of safety and risk management, through their use of the tools, equipment and resources. Staff ensure guidance is given, which supports the children to take this forward in their activities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met