

Emley Play School

Inspection report for early years provision

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Type of setting 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*.

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Description of the setting

Emley Play School opened in 2002 and it is managed by a voluntary committee. It operates from the hall within the Methodist Chapel in Emley village. The children have access to an enclosed outdoor play area. The group is open each weekday, during term-time, from 9am to 3.15pm, except Tuesdays when the group closes at 11.30am.

The group is registered on the Early Years Register and a maximum of 20 children may attend at any one time. There are currently 31 children aged from two to under five on roll, most are attending on a part-time basis. The group provides funded early education for three- and four-year-olds. The group supports a number of children with special educational needs and/or disabilities, or those who speak English as an additional language.

There are five permanent members of staff employed to work with the children. All the staff hold appropriate early years qualifications to at least a National Vocational Qualification at level 3; of these, four are working towards a higher qualification. One member of staff has recently achieved Early Years Professional Status. The group are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have excellent relationships with both the children and parents, and this contributes to effectively promoting the children's learning and welfare. The children are happy and settled, they are enthusiastic and motivated learners, who thoroughly enjoy their time at the group. The learning environment for the children is safe and inclusive; it positively promotes diversity, good behaviour and independence. The group maintain a comprehensive range of policies and procedures that contribute to the overall safe and efficient management of the setting. Highly effective quality improvement processes and systems for managing the practitioners' ongoing professional development contribute to bringing about effective and sustained improvement to the early years provision.

What steps need to be taken to improve provision further?

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

- improve the risk assessment record to include all types of outings
- further improve planning arrangements to incorporate individual children's needs so that they receive a personalised learning programme.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. All practitioners have attended at least basic child protection training, which results in them having a good understanding of their responsibilities in protecting children from harm. In addition, the group's comprehensive safeguarding children policy clearly outlines the procedures they would follow if they have concerns about a child in their care. Clear recruitment, vetting and induction procedures contribute to ensuring practitioners are suitable to work with the children. Practitioners effectively implement the policies and procedures, which contribute to the safe and efficient management of the setting. Through good risk assessment arrangements and regular safety checks, the children are cared for in safe and secure environment; for example, the practitioners are vigilant in supervising the children's play. In addition, risk assessment arrangements include risk assessing outings; however, practitioners do not include all the different types of outings they assess in their risk assessment record.

The group's commitment, drive and enthusiasm to bringing about improvement and professional development is excellent. Robust quality improvement systems and effective reflective practice contribute to the group having a clear, targeted and focused view of their strengths and areas that they can improve. Systems include meeting all the recommendations highlighted at the last inspection and setting out detailed action plans as to how they aim to achieve their future goals. Quality improvement systems are inclusive; for example, self-evaluation processes incorporate ideas and feedback from parents, committee members, children and other professionals. This ensures any improvements reflect the needs of the service users. The practitioners' commitment to their professional development is outstanding; for example, all are qualified, with one member of staff having achieved Early Years Professional Status. In addition, all practitioners are currently working towards a higher qualification through their graduate training programme. Through accessing a wide range of training courses, liaising with other professionals, and reading early years publications and research material, the practitioners keep up to date with new ideas and good practice.

Relationships with parents are excellent. Practitioners ensure they keep parents well informed about their child and service through daily discussions, information boards and written policies and procedures. Practitioners effectively use home visits to gather relevant information about the children and to build up extremely positive relationships with both parents and children. The parents are encouraged to contribute to their child's progress and assessment record by sharing their observations, child's abilities and achievements: this promotes continuity for children. Parents speak positively about the service, especially about the quality of information shared, friendliness of practitioners, and the enjoyment and pleasure their children get out of attending the group. The group have established good working relationships with most providers involved in the children's learning, such as schools and local childminders. In addition, they endeavour to overcome the barriers they encounter with some settings that are not forthcoming in sharing relevant information. Practitioners have good systems in place to support children

who require additional help and support so that they meet children's individual needs.

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

Practitioners have a good understanding of how young children learn and develop, as the practitioners progress in their graduate training and fulfil the goals highlighted through their quality improvement plans, they strive towards enhancing outcomes for children across all areas. Relationships between practitioners and children are very good and practitioners adopt a good range of teaching methods so that they support and challenge the children's learning. For example, practitioners are actively involved in children's play, asking open-ended questions, which contribute to the children becoming active learners. Through observation and good knowledge of the children, practitioners successfully support children in making good progress in their learning. They effectively use their observations to identify the children's next steps, and they have devised good systems for recording and monitoring the children's progress. Through their continuous provision and planning systems, the practitioners ensure children can access a wide range of activities and experiences across all areas of learning, which build on their likes and interests. This results in children being enthusiastic and motivated learners. However, through reflective practice, practitioners recognise that their planning systems focus on the group and are not sufficiently robust in promoting an individual and personalised learning programme for all children.

The children are happy, they thoroughly enjoy their time at the group, and through fun activities they make good progress in their learning. The children have good opportunities to develop their physical skills, such as balance and coordination as they play outdoors, riding bikes, building dens, and negotiating and manoeuvring around obstacles. Through water play, the children fill different size containers and pour water into different vessels, such as, buckets, funnels and pipes, which support them in learning about early mathematical concepts, such as volume, capacity and size. The children are creative and imaginative learners, for example, they express themselves through art and craft activities, and they use their imagination well as they engage in a wide range of role-play activities. Practitioners give high regard to supporting the children's language, communication and literacy skills; for example, they interact well with the children, providing good opportunities for them to be engaged in stories, and through mark-making activities, the children are developing good skills in early literacy. Through effective organisation of the environment, resources and deployment of practitioners, the children have good opportunities to make safe and independent choices in their play, both indoors and outdoors. In addition, the group make good use of resources within the local community to extend the children's experiences, for example, they go for nature walks in the local area. The learning environment is welcoming and safe, alongside positive relationships with practitioners, this contributes to the children feeling safe and secure at the group. The children have a good understanding of why they need to adopt good personal hygiene practices; for example, they independently wash their hands at appropriate times throughout

the day, and talk about how germs can make them ill. Through offering the children healthy snacks and talking to parents about providing healthy choices in packed lunches, the children are learning about the benefits of healthy eating.

The children's behaviour is good; through play, consistent boundaries and positive role models the children are learning about the importance of sharing, taking turns and respecting others. Through positive praise, celebrating children's achievements and valuing what the children have to say, they have a positive self-image and good self-esteem. The children are developing a good understanding of diversity and difference as they experience an environment that promotes positive attitudes to all people in society; for example, the children talk about differences, celebrate festivals, and talk about the community and wider world in which they live. In addition, through equality tracking systems the practitioners monitor how different groups of children access and use resources. Their findings inform planning so that they strive towards narrowing the achievement gap for different groups of children.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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