



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226269

DfES Number: 580222

INSPECTION DETAILS

Inspection Date	26/11/2004
Inspector Name	Christine Hands

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Emmanuel Playgroup
Setting Address	Emmanuel Church Hall Forest Road Loughborough Leicestershire LE11 3NW

REGISTERED PROVIDER DETAILS

Name	Emmanuel Pre-School Playgroup 1028213
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ORGANISATION DETAILS

Name	Emmanuel Pre-School Playgroup
Address	Emmanuel Church Hall Forest Road Loughborough Leicestershire LE11 3NW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Emmanuel Playgroup operates from two rooms in 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 registered to accept a maximum of 26 children between the ages of two and five years, however, the group normally only accepts children from two and a half years. The playgroup is open Tuesday to Thursday from 09.30 until 12.00 during term time only. During the spring and summer terms the group also opens on a Monday between 12.00 and 14.30. This session is for those children who are about to start school.

There are currently 24 children on roll. Of these, 19 receive funding for nursery education. The playgroup currently supports a number of children who speak English as an additional language.

The group is managed by a Committee and operates with a staff team of six. Four members of staff hold recognised child care qualifications with the other two working towards NVQ level two. The playgroup receives support from a mentor teacher through the Early Years Development and Childcare Partnership.

How good is the Day Care?

Emmanuel Pre-school provides a good standard of care for children in a friendly stimulating environment. Clear routines enable children to feel safe and secure. There are good procedures in place for appointing staff. They have a good understanding of the differing needs of the children in their care and good relationships have been developed. All documentation is in place with one exception.

Positive steps are taken to ensure safety within the setting and regular risk assessments are carried out. Procedures are in place to encourage good hygiene routines. The group promotes healthy eating during snack time and ensures that children are able to access drinks throughout the session. The group have

experience of working with children who speak English as an additional language and have excellent systems in place to support all children.

Activities are well planned and are enjoyed by children. The enthusiasm of the staff and the resources available ensure that children remain interested and occupied throughout the session. Staff have a clear understanding of the importance of sharing different cultural experiences with children.

Staff have developed very good relationships with parents and share information on a daily basis as well as providing frequent newsletters. Parents are kept informed of the day-to-day routine of the group and of the activities provided. Discussions with parents confirmed this and all said that they were able to approach staff at all times.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school provides a wide range of interesting activities for all children taking into account individual needs and interests.
- Staff are enthusiastic and have developed very good relationships with the children.
- Staff have developed an excellent policy with regard to equal opportunities and special needs and this was seen in practice.
- Staff have developed excellent relationships with parents and work closely with them to ensure that they are aware of how they can support their child at home. They also involve them within the setting by asking them to attend assist during sessions.

What needs to be improved?

- recording in the register to include arrival and departure times of children

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Complete registers to include times of arrival and departure of children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Emmanuel Playgroup provides a bright, friendly, and well-organised learning environment where children make generally good progress towards the early learning goals. There are 19 funded three-year-old children on roll.

The quality of teaching is generally good. A varied programme of activities is offered which supports the children and promotes all six areas of learning, although there are some gaps in mathematical development and knowledge and understanding of the world. Staff engage children and foster self esteem. Planning and assessment systems are clearly linked to the stepping stones in all six areas of learning in the Foundation Stage. These also ensure that staff are aware of how they can provide support as well as appropriate challenges for children. Although presently, there are no funded children registered as having special educational needs, there is an effective system in place to support their needs. There are two funded children with English as an additional language on roll and excellent systems are in place to support them. Staff manage children's behaviour by ensuring that they provide good role models, are consistent and offer praise and encouragement.

The leadership and management of the playgroup is generally good. Staff are positively encouraged and supported to undertake further training. There is a self-assessment system in place for staff. They have clear roles and responsibilities and are well deployed throughout the playgroup.

The partnership with parents and carers is very good. Parents are welcome in the playgroup, take part during sessions by way of a rota system and are kept informed of events and themes through regular newsletters. There is written information about the Foundation Stage curriculum. Parents are aware who the key worker is for their child and they have opportunity to talk to staff and share their child's achievements.

What is being done well?

- Staff promote children's self esteem and self confidence through constant praise and encouragement.
- Excellent procedures are in place to support children who speak English as an additional language.
- Very good and positive relationships are established with parents/carers who are encouraged to be involved with their child's learning.

What needs to be improved?

- opportunities for children to use information, technology and communication equipment to support learning

- opportunities for children to see labels and number displayed around room
- opportunities for children to gain a greater understanding of addition and subtraction.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection when two key issues were made:

Staff were required to attend training to give them a greater understanding of the early learning goals. All staff have now received training which has enabled them to improve the format for assessing the children and therefore planning has been improved to ensure that all children are supported in their learning.

Staff were required to ensure opportunities were provided for children to gain a greater understanding of addition and subtraction and of the terminology used. Staff have received in house training and the group have purchased some additional equipment. Topics are written into planning to raise the profile of these areas, and incorporate them into the daily routine. Whilst children are given opportunities to talk about 'more or less', this area still requires developing to ensure children gain a greater understanding of the concepts.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are able to express their needs with confidence, and show care and concern for others. They relate well to each other and adults. They are motivated to learn, enjoy the activities on offer and participate with enthusiasm. The children are developing good levels of self esteem and demonstrate perseverance at activities. They are developing an understanding of both their own, as well as the cultures of other's.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Staff engage children in conversations and their thoughts and ideas are valued. They are encouraged to recognise and write their own name and are learning to link sounds and letters. Children respond enthusiastically and join in with songs and rhymes. They can access a stimulating reading area and use this both independently as well as in small groups, however children are unable to see written words displayed around the room.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Many children count reliably to ten. They recall and use numbers in everyday situations. Although some activities are provided to develop children's understanding of basic addition and subtraction these are limited. Children are beginning to use mathematical language well to compare shape, position and size and can match colour and shape to create simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and find out about their environment, through planned activities. They investigate and explore their natural environment and find out about living things and how they grow. Children talk about their families and past experiences in their own lives. Children have limited access to technology equipment, as well as opportunities for older children and do not regularly operate communication and information equipment to support learning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's fine and gross motor skills are developed through effective use of a wide range of small equipment and resources, and through regular access to large apparatus indoors. Space is well utilised and children move spontaneously and safely therein, with an awareness of self and others. Their dexterity is developing well. They are developing an understanding that good practices with regard to eating and hygiene can lead to good health.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are given opportunities to explore colour, texture and shape through a variety of media during planned activity; but, they are not able to freely access craft resources and create to their own design. They play collaboratively and imaginatively, engaging in the same theme. Children enjoy music and dance and participate with enjoyment in singing. They experiment with and play a range of musical instruments.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issues:
- 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
- provide a range of information, communication and technology equipment to support children's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.