



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400366

DfES Number: 517451

### INSPECTION DETAILS

Inspection Date	07/06/2004
Inspector Name	Christine Tipple

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Emmanuel Playgroup
Setting Address	St Saviours Church Hall Gladstone Road Scarborough North Yorkshire YO12 7BL

### REGISTERED PROVIDER DETAILS

Name	The Committee of Emmanuel Playgroup
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### ORGANISATION DETAILS

Name	Emmanuel Playgroup
Address	St Saviours Chruch Hall Gladstone Road Scarborough North Yorkshire YO12 7ST

## 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 has been registered 28 years, it has operated from three venue's in the area over this time. It is run by a voluntary management committee. It is based in St Saviours church hall, which is in the centre of Scarborough. It serves the local community which has a variety of needs.

The group use the main hall and a smaller room for all their activities, there is access to an enclosed outside play area on site. The playgroup opens Monday and Friday 09:15 to 12:00, on Tuesday, Wednesday and Thursday 09:15 to 13:00 this includes the lunch club. It operates in term time only. Children attend for a variety of sessions.

There are 35 children on the register, of which nine 3 year-olds and eleven 4 year-olds are in receipt of nursery funding. Support is provided for children with special needs, no children currently attend with English as an additional language.

There are four staff employed at the group, of whom three have a relevant childcare qualification at level three. One staff member is presently on a training programme. The group have regular volunteer helpers as well as parents on a rota system.

Emmanuel playgroup receives support from the Early Years Partnership teacher advisor and development worker. They are members of the Pre-school Learning Alliance (PLA), and are presently working towards the PLA accreditation scheme.

### How good is the Day Care?

Emmanuel Playgroup provides good care for the children. The atmosphere offers a welcoming and friendly environment both for the children and parents. Children are relaxed in the group and are able to settle well. The space is organised effectively for the children to move freely around. Staff are supported to attend regular training to develop the quality of the care provided.

Health and safety is mostly managed appropriately by the staff. Most areas are

monitored for safety, and records are maintained, although they do not always contain sufficient detail. Daily routines enable the children to be safe and secure. Children are recognised as individuals and their differing needs are met.

There are a variety of activities provided for the children. There is a balance and range of toys and resources to progress children's learning through play opportunities. This is supported by the planning and routines in place. Interaction with staff and children is good and encourages the development of children's self-esteem and independence. Staff manage the children's behaviour effectively with a consistent and caring approach.

Parents have good relationships with the staff and there is daily contact. Each child has a named key worker who provides a consistent contact for the child and parents. Records are made accessible to them and regular newsletters, and use of the notice board also provides ongoing information on what is provided. Parents are able to be part of the management committee and to be on the parents rota, where their contributions are valued.

#### **What has improved since the last inspection?**

At the last inspection the group agreed to make safe the locks on the toilets, carry out electrical safety checks, ensure all staff have up to date first aid training, record children's dietary needs, provide regular drinks for the children in the session, provide access for parents to their children's records and to the groups policies and procedures, and to regularly review them.

The group have moved the locks to a safer height in the toilets, and in line with the church, all electrical checks are carried out as required. All staff have attended the relevant child care first aid training. Drinks are provided throughout the session for the children on request, both indoors and outside. The children's dietary needs are recorded on each of their registration forms to ensure what is provided is appropriate. Parents are invited to access their children's records throughout their time at the group, this also applies to the policies and procedures. Staff and the committee have reviewed all the groups policies and procedures, which links with their accreditation programme.

#### **What is being done well?**

- The staff work well together as a team and are supported to attend training throughout the year. They are presently working towards the Pre-school Learning Alliance accreditation scheme. There is an appraisal programme established, which ensures the staff's individual training needs are recognised. There are policies and procedures in place to support the group's practice. Staff provide a caring environment to enable the children to feel confident and secure in their surroundings.
- There is a variety and balance of activities provided in the sessions, which promote children's skills and learning opportunities. There is a good range of toys and resources that supports this. The staff take children on outings and

visitors come to the group to enhance the children's experiences.

- Staff provide positive role models for the children in managing their behaviour. They have a calm and caring approach with them and are consistent in their management of the children, which supports their individual needs and self-development.
- Partnership with parents is supported well by the group. There is a welcoming atmosphere promoted by the staff. There is a key worker programme in place and this provides both the children and parents with a consistent contact. They can have access to their children's records and progress throughout their time at the group. Newsletters are provided twice a term, and the themes and activities provided are displayed. They are invited to be on the parent rota and be part of the management committee, to encourage a more direct involvement.

#### **What needs to be improved?**

- the details included on the medication log
- the reviewing of the risk assessment
- the recording of incidents.

#### **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
6	Conduct a risk assessment on the areas of the premises used, identifying actions to be taken to minimize identified risks.
7	Ensure there is clear recording of permission from parents prior to administering any medication, and maintain a written record, signed by parents, of all medication administered.
11	Demonstrate parents' written acknowledgment of any record of significant

	issues relating to their child.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Emmanuel Playgroup provides good quality nursery education, which enables children to make generally good progress towards the early learning goals. In their personal, social and emotional development and knowledge and understanding of the world they make very good progress.

The quality of the teaching is generally good. Staff are enthusiastic and work well together. Planning provides a variety of interesting activities that supports learning through play. Staff give a good level of individual support and those with special needs are encouraged to participate in the activities provided. Space and resources are used effectively to provide the children with a free flow and choices, which encourages their independence. Outdoor facilities, visitors to the group and outings provide children with a variety of experiences that enhances their learning particularly in the natural world. Assessments of the children are detailed and appropriate to the stepping stones and early learning goals. These inform future planning to ensure individual children's needs are met. Staff encourage children in their language, ask questions, encourage them to talk about what they are doing. Activities for the funded children are presented well but do not always extend their skills, particularly in mathematical, creative, literacy and physical development. Staff provide good role models for the children and behaviour is managed very well.

The leadership and management of the group is very good, Staff and the committee work well together as a team. There is a strong commitment to improve the quality of the nursery education. Staff appraisals and access to regular training supports this.

The partnership with parents and carers is generally good. Key workers spend time talking informally to them about their children, they are informed about all areas of the group's provision. However, parents do not have sufficient opportunities to contribute to their children's progress and attainment.

### What is being done well?

- The children's personal, social and emotional needs are very effectively met by the staff. Children are confident and settled in their surroundings. They form good relationships with each other and adults. They are enthusiastic in their play and access the range of facilities provided. Staff support the children in their independence through choices and self selection.
- Staff plan a variety of activities that promote children's learning through play, this is supported with a balance and range of resources. Staff communicate well with the children and encourage their use of language in their play and interaction with each other. Children have very good opportunities to explore and investigate their surroundings. This is through access to the natural world, through their own garden and in the visitors and outings provided.

- Staff and the management committee work well together to develop a clear and positive approach to the monitoring of the nursery education provided. Staff are supported to attend regular training throughout the year. They have a good understanding of the stepping stones and early learning goals and implement these in their ongoing planning.
- Partnership with parents is good and supportive to their needs. The group operate a key worker system that provides them with a consistent contact to share verbal information on a regular basis. Information is displayed and informs them of the group's activities and topics provided.

#### **What needs to be improved?**

- the opportunities for children to develop their mark making and writing skills
- the resources in developing creative skills
- the access to resources for children to refine their skills and extend ideas in mathematical and physical play.
- the sharing of information with parents regarding their children's progress and attainment.

#### **What has improved since the last inspection?**

Very good progress has been made in addressing the key issues identified in the last inspection. These required the group to develop training plans for individual staff and ensure activities provided meet objectives, and provide a more formal approach to staff's evaluation. Staff have attended a wide range of training that relates to their personal needs, this was carried out through an appraisal system. This has enhanced staff's knowledge and skills in working with the funded children and in providing a balanced curriculum. Staff have established, within their short term plans, a written evaluation of the learning objectives for individual children which is recorded on their play plans and monitored by the child's key worker. This provides more detailed information to inform future planning for the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's confidence is supported by staff who know them well and are aware of their needs. Children are motivated to learn and can work on their own or in a group. They are developing their independence through self selection and choices in their play, and in their personal care. Staff interact well with the children and behaviour is managed effectively.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well with each other and adults, through gestures and talk. They listen to stories and this is supported with puppets and props. There is a selection of books for pleasure and information. Children are able to recognise their first names and some are starting to write these, there are opportunities in role play to write for different purposes. However the opportunities for children to practice their mark making and writing skills is not extended sufficiently.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use numbers in their play through every day activities provided. Both 3 and 4-year olds count to 10, and some children count beyond. They recognise shapes and sizes, and use mathematical language such as 'more', 'less', 'fewer' 'the same', and some use positional language in their play. Children have opportunities to record information, e.g. "how tall are you" chart, but there are missed opportunities in the session to extend problem solving in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff provide a variety of good resources and opportunities for children to experience the natural world so that they are able to investigate and explore their surroundings, plants, insects, and their own garden area. They use natural materials such as sea weed, crab and shells. Children build and construct with a variety of equipment, and use tools in their play. They use a computer and other programmable toys. Children display a good awareness of past and present in their own lives.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have space in the setting to develop their physical skills, both fine and gross motor skills. There are resources to enable them to practise their balance, catch and throw and climb steps. The use of the outdoor area provides additional opportunities for gross motor skills to be extended. Children use equipment safely, they use a variety of tools, scissors, cutters, brushes, hammers and nails. Opportunities to develop fine motor skills, however, are not extended in all areas of play.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children express themselves through a range of resources available. They use their senses, access paints, collage, and make models in two and three dimensions. They tap simple rhymes, use instruments and move to music. They play well together; role and imaginative play activities allow them to use their own experiences,e.g. "the vets surgery" allows them to act out caring for animals. However, they do not extend and repeat their own ideas and skills through additional creative resources.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **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**

- provide more opportunities for children to develop their mark making and writing skills in all areas of the provision
- improve the opportunities for children to develop their own creative ideas and skills
- increase children's access to resources that promote problem solving in simple mathematical ideas in everyday activities, and develop their use of tools in their play
- develop parents access to their children's records of progress in the early learning goals, and support their contribution to these.

*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.*