



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311282

DfES Number: 535356

INSPECTION DETAILS

Inspection Date 30/11/2004
Inspector Name Ingrid Pine

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Emley Play School
Setting Address Methodist Chapel
Church Street
Emley
Huddersfield
HD8 9SH

REGISTERED PROVIDER DETAILS

Name The Committee of Emley Play School

ORGANISATION DETAILS

Name Emley Play School
Address Methodist Chapel
Church Street
Emley
Huddersfield
HD8 9SH

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

Emley Play School has been registered since 1993 and operates from the Methodist Church Hall near to the centre of the village. A maximum of 20 children may attend the group at any one time. The group is open each weekday from 09.30 until 15.15, term-time only, apart from Tuesdays when it is only open until 11.30. Children have access to a secure enclosed outdoor play area.

There are currently 37 children aged from 2 to under 5 years on roll. Of these, 13 receive funding for nursery education. The group offers support for children with special educational needs.

There are five members of staff. All permanent staff hold relevant childcare qualifications.

The group is a member of the Pre-School Learning Alliance and receives some support from the local authority.

How good is the Day Care?

Emley Playgroup provides good care for children overall. Staff work well together as a team and are committed to improving their qualifications and skills through an on-going programme of training. Space is mostly well organised and children can freely access a broad range of equipment and resources. The environment is warm and welcoming to children and parents. There is relevant documentation including policies and procedures which are being updated to reflect the new full day-care status of the group.

There is high awareness of health and safety procedures and regular risk assessments are carried out. The building is secure and children are well supervised both indoors and on outings. Staff are good role models and robust hygiene routines are in place. Children learn about their own personal hygiene and healthy eating.

Staff know individual children well and they are happy and settled. Village traditions

and those of the wider community are well fostered. There is a good range of play materials that mostly meet the children's needs. Activities are planned to give the children new experiences and encourage them to learn more. However, at times, these do not meet all children's developmental needs, particularly those of the older/more able children.

Behaviour throughout the setting is generally good. Children have clear boundaries and positive behaviour is praised and encouraged. Younger children are developing an understanding of sharing and taking turns.

Trusting and friendly relationships with parents are evident and they are kept well informed through good verbal and written communication systems. There is a key worker system in place and parents are confident in approaching them to discuss their children's needs and development.

What has improved since the last inspection?

At the last inspection the group was asked to develop a lost child policy and include arrival and departure times of children on the registration system. They were also asked to ensure ladders in toilet area were made safe and secure and provide children with regular access to drinking water.

The committee have completed a lost child policy and registration details now include arrival and departure times of the children. Ladders have been made secure ensuring children can access the toilet facilities in safety. Drinking water is available only at snack time at present or on request. A recommendation has been made asking the group to ensure that children know they can access drinking water at all times.

What is being done well?

- Staff work well together as a team and are committed to a programme of ongoing training.
- Staff have a friendly approach, making everyone feel welcome. Parents can liaise with key workers and are encouraged to become involved in the group as voluntary helpers.
- Playgroup opening hours have recently been extended to provide a more flexible childcare service for parents.
- The group promotes children's own traditions and those of the wider community. All children are treated as individuals and with respect.
- Children enjoy the secure and relaxed environment. They are confident and have warm relationships with the staff.

What needs to be improved?

- the planning and supervision of activities to provide sufficient challenges for

the more able/older children

- the provision of drinking water at all times.

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
3	Ensure the planning and supervision of activities provides sufficient challenges for the more able/older children.
4	Provide drinking water at all times.

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

How effective is the nursery education?

Emley Play School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals in all areas.

Teaching is generally good. Staff manage the children well and have good relationships with them, giving a good level of support. They plan a broad variety of practical activities but do not always provide sufficient challenge for the more able children. They organise indoor space reasonably well to create some interesting learning opportunities. They interact well with children and encourage them to use their imagination particularly in the role play area. Activities are presented so that all children have access to them. Grouping of children is not always effective and this results in some children becoming inattentive or not reaching their full potential.

Staff assess children's learning against the stepping stones and use this information to plan what children should do next. They keep records which provide a picture of children's development to share with parents. However the present evaluation system does not always correctly identify the educational development or needs of funded children and the effect the introduction of younger children has had on the group.

Leadership and management of the playgroup are generally good. Staff work well together as a team and share responsibility for day to day planning and activities. All staff are committed to developing their skills through training. There are only satisfactory systems for monitoring staff development in place.

Partnership with parents and carers is good. There are good levels of both written and verbal communication and parents are encouraged to help on a voluntary basis. Parents share their knowledge and receive good information about the activities provided within the group. There is good committee support but systems for management appraisals are not in place.

What is being done well?

- Children are encouraged in their personal, social and emotional development. They are able to operate well independently and in small groups.
- Staff know the children well. A sense of community is fostered and children are secure and happy in their environment.
- Staff work well together as a team and are committed to improving their skills and knowledge through a programme of training.
- Partnership with parents is given high priority and they receive useful information about the setting. They are encouraged to be involved with their

children's learning and have access to their child's records of achievement.

What needs to be improved?

- the planning of resources and activities in all areas to ensure that challenges are always appropriate to the ages and stages of the children, especially for the older/more able
- the grouping of children to ensure that the older/more able children's development is not impeded by the recent introduction of younger children into the provision
- the system to evaluate older children's development
- the staff appraisal system.

What has improved since the last inspection?

At the last inspection the group was asked to improve facilities for outdoor play. Since that inspection the group has moved premises. This has enabled them to provide appropriate resources and activities that develop children's physical skills in an outdoor environment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and supported by staff who know them well. They are encouraged to be independent and mostly choose their own activities. Children's behaviour is mostly good and they are learning to share and take turns. However the introduction of a younger age group affects the overall management of more able/older children's behaviour and educational development. Large group activities are not always successful and children become inattentive or use resources inappropriately at times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children enjoy talking about their home life. More able/older children enjoy using reference books, eg really enjoying an activity on the night sky. Children enjoy spontaneous story-times with staff throughout the session. However group story time is not always appropriate, particularly for the older children. Most children recognise their first names; some older ones write them with clearly defined letters. Younger children recognise that marks have meanings and enjoy creating patterns.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their mathematical skills. The more able children can count to five and well beyond. They understand more and less than when sitting in small groups, for instance at the snack table. They recognise a number of shapes, colours and sizes. Most children use positional language confidently when playing in the home corner and outdoors. There are some posters around the room depicting numbers but children do not have opportunities to fully develop writing them for purpose.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities help children to learn about their own and the wider environment through topics on the night sky and their own village. They make models from construction sets and recycled materials, attempting to join with different types of glue and tape. They understand about everyday technology in the home corner and use of the computer. They are learning about their own traditions and those of the wider community through visits to the Church and activities relating to other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and negotiate space well. They enjoy rhymes and songs but planned sessions do not always provide enough space for movement. Co-ordination is well developed and they are able to balance, throw and kick balls, and manoeuvre big sit and ride toys outdoors. Children are developing skills such as using scissors, paint brushes and tools in the dough and box craft. They are beginning to understand the importance of healthy food and are aware of how their bodies work.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Younger children enjoy free painting. However the setting up and supervision of this activity sometimes mars the potential for older children's creativity. All three and four year olds are good at making models from construction resources and recyclable materials. They are very comfortable in the home corner and eagerly join in role play relating to their own environment and home experiences. They play well together and also enjoy the interaction of staff in these imaginary games.

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

- ensure all activities are appropriate to the ages and stages of the children, particularly in relation to planning challenges for older/more able children's development
- improve the evaluation system to ensure it clearly defines the learning achievements of funded children and how these can be developed
- organise space and grouping of children to ensure that the care of the two year olds does not impact on the learning potential of older/more able education funded children
- introduce a formal staff appraisal system.

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.