

Emmanuel Playgroup

Inspection report for early years provision

Unique reference number	226269
Inspection date	21/11/2011
Inspector	Janice Hughes

Setting address	Emmanuel Church Hall, Forest Road, Loughborough, Leicestershire, LE11 3NW
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Type of setting	Childcare - Non-Domestic

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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 opened in 1970. It operates from two rooms in the Emmanuel Church Hall situated close to Loughborough town centre and serves the local and surrounding community. The playgroup is open Tuesdays to Thursdays from 9.15am to 12.15pm during term time only. The group also opens on Monday between 11.45am and 2.45pm. There is a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup is registered for 26 children and there are currently 25 children on roll. All of these children are in the early years age range. The nursery currently receives early education funding for three- and four-year-olds.

The playgroup employs six staff who work with the children and over half of the staff hold appropriate early years qualifications. The setting receives support from Leicestershire local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strong relationships are formed with children, each other, parents and other professionals. The environment provides an inclusive practice that is mainly well organised which helps children to make good progress in their learning and development. Documentation is detailed but not always kept on the premises, and it is regularly reviewed. There are generally good procedures to ensure the health and safety of the children. The self-evaluation process is developing and has identified some purposeful areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records are easily accessible and available for inspection by Ofsted (Documentation). 16/12/2011

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

- develop existing procedures for hand washing to promote good health to prevent the spread of infection.
- develop procedures so that children have more control over their learning to keep their interest and develop their creativity; paying particular attention to snack routines

The effectiveness of leadership and management of the early years provision

Staff help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Good vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Effective procedures are in place for the arrival and collection of children and very good measures are taken to ensure the premises are secure. Comprehensive and detailed risk assessments are carried out for all areas used by children, the activities and any outings they undertake. These measures ensure children are kept safe.

The management and staff work effectively together to provide a warm and welcoming service for children and parents. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. The management continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection. However, the children do not use running water to wash their hands after art and craft activities. They use a bowl of water in the hall which is not changed; this puts the children's health at risk as there is the possibility of cross-contamination.

Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. Very good procedures regarding the administration of medication protect children's welfare when they are ill. Accident and incident procedures are well managed, ensuring children's safe care at all times. Accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines. However, some records and documentation is kept off the premises and this is a breach of the legal requirements without permission from Ofsted.

Parents are provided with high quality information about the Early Years provision through written information and the parent information pack. Purposeful systems are in place to include parents in children's learning and development. When children start an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their 'starting points'. This provides a two-way parent involvement. The nursery has systems in place to liaise with the children's other Early Year Providers. For example, they have regular visits to the local primary school and pass on a written summary of each child's progress. They also liaise with other settings through network meetings and share information when attending training courses.

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

Children are progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. However, there is no free access to the snacks provided and 'snack time' restricts children in their play. This stops children having control over their learning and decision making. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

Spontaneous observations enable staff to plan for children's interests and respond quickly to expand their learning. For instance, children playing the natural materials, such as fir cones, shells and wood are encouraged to create a picture. This gives staff opportunities to talk about the different textures and smells and observe their creativity. There is a good balance between adult-led activities and free play. Staff observe and monitor children's achievements and plan experiences that help children's progress. These plans and assessments are consistently evaluated for individual children. Staff are able to identify learning priorities for each child and planning systems are in place. As a consequence, children are reaching their full learning potential. Children are involved in discussions and activities about special events in their own lives, and gain an awareness of beliefs and cultures outside their immediate experience. They celebrate festivals and find out about different countries, for example, making Diwali lamps and Mehndi hand paintings.

Opportunities for children to learn about a healthy lifestyle are good. Through discussions, topics and social interaction with staff, children have a secure understanding of the importance of being healthy. Children are provided with healthy snacks, such as, fruit and vegetables. Children's healthy lifestyle is fostered effectively through daily access to outdoor play. They develop confidence and coordination when climbing up the slide and balancing on bars. This increases their physical development well. Children have a good understanding of hand-washing procedures and when told it is snack time, they move to the bathroom spontaneously to wash their hands. Children's understanding of safety issues is further extended through stories and discussions and as they learn road safety and learn how to use scissors well.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to adults. For example they enjoy participating in the group activity about hibernation and the animals that hibernate. They learn how to say the word hibernation and to reinforce the meaning they become hedgehogs and bats and pretend to hibernate. They enjoy books, accessing them independently, listening to and joining in stories. Good emphasis is placed on developing children's communication, language and literacy skills. Children are

encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting through a range of interesting games, songs and everyday activities. Children know about the uses of everyday technology and most children learn how to operate computer equipment and use the CD player confidently. These activities aid children's skills for the future well. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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Annex B: the Childcare Register

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