

# Emmanuel Playgroup

Emmanuel Parish Church Hall, 389e Harrow Road, LONDON, W9 3NA

## Inspection date

Previous inspection date

09/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children feel safe and secure in this warm and friendly environment.
- Children have happy and enjoy a wide range of interesting activities in the playgroup.
- Children are confident and able to express their wishes as staff are kind and responsive to their individual needs.
- Staff are good role models and work effectively as a team.

### It is not yet outstanding because

- The environment does not always reflect other languages used by children who attend the setting.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke to parents at the end of the morning session.
- The inspector sampled records and documents relating to children's progress and development, safeguarding, staff suitability, training, and self-evaluation.
- The inspector discussed leadership issues with the playgroup manager.
- The inspector sought the views of the children through discussion and observation of activities both inside and outside .

## Inspector

Deborah Orchard

## Full Report

### Information about the setting

Emmanuel Playgroup registered in 2012. It is run by a charity committee. It has operated for 45 years and registered in new premises and under a new manager in 2012. The playgroup operates from the ground floor of a church hall in Queens Park in the London Borough of Westminster. The playgroup has use of a main hall and children have access to another hall adjacent to this for an hour or more a day, when the additional room, when not used by the church. There is access to an outdoor area.

The playgroup provides a service for children from the local community. The playgroup is open each weekday from 9.30am to 12.30pm and 1pm to 4pm, term time only. Children attend for a variety of sessions. There are currently 21 children in the early years age group on roll. The playgroup receives funding for the provision of free early education to children aged two, three and four years old. The playgroup supports children who are learning English as an additional language. Children attend for a variety of sessions. The playgroup employs three full-time staff. Of these, two, including the manager, hold appropriate early years qualifications. The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register only. The playgroup is a member of the Pre-School Learning Alliance.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Strengthen the experiences for children who are learning English as an additional language by, for example, encouraging their parents to share information about the language they speak. Use this information to enrich the environment, such as, by displaying words and using dual language books.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The staff team provide a stimulating and well-resourced environment both indoors and outside, where all children make good progress in relation to their starting points. Parents complete an 'all about me form', so that staff can develop an understanding of children's interests, and abilities. Staff build on this knowledge through observations of the children at play. Children's development is recorded in their individual profile books, which the key person shares with parents and encourages their contributions. Children confidently speak to staff and visitors, sharing their news from home. They are supported to recognise and sound out the letters in their name as they arrive and put their cards on the self-registration board. This is helping them gain skills, which will prepare them for school. Children enjoy joining in action songs and choosing their favourite books to share with staff. The children's language development is promoted through regular dialogue throughout the day. Children who are learning English as an additional language are supported with the use of gestures and images. The staff team includes staff with knowledge of Makaton, a sign language to aid children's communication. The staff have some knowledge of some key words in children's home languages. However, not all these languages are reflected in the pre-school's resources.

Children have many opportunities to be creative; they enjoy painting their own images and become engrossed in role-play, dressing up as fire fighters and feeding the dolls, exploring their imaginative ideas. The adults caring for them join in and ask open questions to encourage children to think and extend their learning.

Children have a lovely time investigating living things; they hunt for snails outside and care for these in their soil tank. Staff develop children's knowledge further through use of relevant books, including a handmade photo book about the snails. Children learn about different textures as they study shells with a magnifying glass. The staff are extending children's vocabulary by introducing new words such as 'rough' and 'smooth'. Children learn about mathematical concepts, emptying and filling containers in the water tray and using tape measures in the setting. Children explore technology, they use the toy camera to take pictures of each other and operate calculators and computers. They learn about the wider world and develop respect for each other, through a range of positive images and resources.

### **The contribution of the early years provision to the well-being of children**

Children are secure and happy in this warm and friendly setting. When they arrive, children settle quickly as staff warmly welcome children, showing sensitivity to their individual needs. Children quickly decide for themselves that they no longer need their comfort objects and go to play with their friends. They are confident to approach staff when they need reassurance or support and the friendly staff consistently respond in a kind and caring manner.

Children behave positively in the setting. The staff act as very positive role models, sharing strong relationships with each other and talking politely. Children understand the routines and are encouraged to use good manners, frequently responding with 'please' and 'thank-you'. Children share positive relationships with each other, showing kindness and consideration towards each other. They are developing confidence as they receive lots of praise and encouragement for their efforts. Such as "good listening and excellent try", Children are being encouraged to develop their independence, putting on their own coats, self selecting accessible resources and taking responsibility to be a helper. This helps to develop their self-esteem, Children are encouraged to try things for themselves and risk take within a safe environment. They participate in a range of physical activities, which help to develop their large muscle movements well, such as, dancing.

Children's health and well-being is being promoted well. They have daily opportunities for fresh air and exercise in the outdoor area. They manoeuvre wheeled toys with confidence and have fun controlling their bodies as they play egg and spoon races. Children learn about the importance of good hygiene through play and routines. For example, picture and word cards about hand washing and germs are on display in the role-play area. Children enjoy healthy snacks that give them knowledge of healthy eating. Staff talk to them about where milk comes from and they name and explore the fruit and vegetables

they are going to eat.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff team have a good understanding of the safeguarding and welfare requirements. They provide a suitable policy, which they use for reference, this includes the required details. All staff have attended child protection training, which they update at regular periods. Information from any training is shared amongst the team, enabling all staff to keep up to date. There is a named person in the setting for overseeing safeguarding issues. Each member of staff holds a current first aid certificate so they can go to children's aid in case of an accident. Robust checks are carried out on all adults working with children to gain information about their suitability.

The small team share strong and positive relationships, which reflects in their dedicated and happy approach to their work. The experienced and caring staff are committed to providing a high quality service. The staff team feedback and appraise each other's work to bring about improvements. They regularly meet to discuss all areas of their work and identify any training needs to enhance their practice and improve outcomes for children. They have a good understanding of the learning and development requirements. They review the effectiveness of the educational programmes on offer to make sure they meet children's needs and continue to offer interest and challenge. They have been completing a self-evaluation, accurately identifying their strengths and areas for future development in this newly operating setting.

The team share positive relationships with parents, who all speak highly of the staff and setting. One parent commented, "my child is doing really well here". A parent notice board displays relevant information and policies and procedures for the setting are made accessible to parents. Parents have opportunities to meet regularly with their child's key person to discuss their child's individual progress and informal daily verbal communication enables parents to be able to keep well informed. The staff share good relationships with the local authority support and advisory teams, where they can seek advice and support. For example, when any intervention may be required to support a child's individual needs. The team are preparing children well for their move to school through activities and discussions. They are beginning to become familiar with local schools in the area and recognise how connections with these will support children's continuity of care.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

| Grade | Judgement | Description |
|-------|-----------|-------------|
|-------|-----------|-------------|

|         |              |  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                         |             |
|-------------------------|-------------|
| Unique reference number | EY448973    |
| Local authority         | Westminster |
| Inspection number       | 809483      |

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Type of provision</b>           | Sessional provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 8                    |
| <b>Total number of places</b>      | 16                       |
| <b>Number of children on roll</b>  | 21                       |
| <b>Name of provider</b>            | Emmanuel Playgroup       |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 0208 9641983             |

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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