

# Emmanuel Playgroup

St Saviours Church Hall, Gladstone Road, Scarborough, North Yorkshire, YO12 7BL



## Inspection date

23 March 2015

## Previous inspection date

24 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Well-qualified and knowledgeable staff demonstrate a secure knowledge and understanding of the learning and development requirements and how children learn. Consequently, all children make good progress, given their varying starting points.
- Effective partnerships with parents and a well-embedded key-person system help children to form secure emotional attachments. Consequently, children are emotionally well prepared for their next stage of learning, including being ready for school.
- Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result of this, children are safeguarded well at the playgroup.
- The small and friendly staff team are sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy and settled.
- Staff make good use of challenging questioning to encourage children to be active learners, who think critically.

### It is not yet outstanding because:

- Occasionally, the staff do not fully maximise opportunities to develop children's early writing skills.
- The strategies used to improve teaching are not yet fully effective in sharing and developing best practice throughout the playgroup.

## What the setting needs to do to improve further

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

- enhance children's early writing skills, for example, by supporting children to write their own names when they have taken part in an activity
- enhance staff practice and the quality of teaching to a higher level, for example, by providing regular opportunities for staff to observe each other's work and share best practice.

### Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector held meetings with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector observed play and learning opportunities for the children and carried out a joint observation with the manager.
- The inspector looked at records of children's learning and development, and a range of documentation, including policies, accident and attendance records.
- The inspector took into account the views of parents and carers spoken to on the day of inspection.

### Inspector

Kerry Holder

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good; therefore, children make good progress in their learning and development. Observations undertaken by all staff are used to help identify what stage children have reached in their learning. These observations are then used to plan weekly activities for individual children's next steps in their development. Tracking systems have been developed to identify any gaps in children's learning which ensure individual children are making good progress towards the early learning goals. Consequently, all children, including those who speak English as an additional language, make good progress overall from their starting points and acquire skills they need for school. Children access a good range of resources, and staff carefully consider the needs of individual children when planning and implementing activities. Staff help children's communication skills by listening perceptively to them and asking questions to develop their vocabulary. However, children's early writing skills are not fully encouraged, because on occasions staff miss opportunities to support older children to write their own names.

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

Children's good health is supported, because snacks are nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding of the importance of physical exercise and a healthy diet. Children have plenty of space and can move around the setting freely. They have many opportunities to develop their independence and self-care skills throughout the day. For example, staff encourage older children to independently use the bathroom and put on their own coats for outdoor play. Staff act as positive role models and praise children regularly, which builds high levels of self-esteem and confidence. They effectively manage children's behaviour and talk about the importance of safety throughout children's activities. On entry, settling in visits are arranged and planned depending on children's individual needs. Parents spoken to at the time of inspection comment that staff are approachable and communication is good.

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

The manager and staff team have a very clear understanding of their responsibilities to meet the learning and development requirements. In addition, all procedures and policies required to support children's well-being and safety are in place. The staff team reflect on their practice and identify any areas for improvement at regular team meetings. The manager is involved in the daily practice of the playgroup and is successful in supporting and motivating staff. Staff are required to complete relevant training in safeguarding, first aid and food hygiene. However, the team has further capacity to observe, reflect and improve on its already good teaching by using strategies to regularly evaluate staff practice. Parents are actively involved in the playgroup as they receive daily verbal communication and regular newsletters to inform them of current projects and activities.

## Setting details

<b>Unique reference number</b>	400366
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	855387
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Emmanuel Playgroup (Scarborough) Committee
<b>Date of previous inspection</b>	24 November 2009
<b>Telephone number</b>	07743 938441

Emmanuel playgroup was registered in 1979. There are currently five staff working directly with the children, four of whom have an appropriate early years qualification, including one with Early Years Professional status. The playgroup opens term time only, and operates from 9am until 3pm, Monday to Thursday, and 9am until 12pm Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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