

Emmanuel Playgroup

Emmanuel Church Hall, Forest Road, Loughborough, Leicestershire, LE11 3NW



Inspection date

30 April 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a wide range of interesting and stimulating activities that engage children well and motivate them to learn. Consequently, children gain the skills necessary for the next stage in their learning.
- Staff promote healthy eating and practices. As a result, children learn about healthy lifestyles.
- Staff help children to form strong emotional attachments with them, so that they settle well. This also helps children feel safe and secure.
- All staff have a clear understanding of the safeguarding and welfare requirements. Children are effectively protected from harm as staff demonstrate a good knowledge and understanding of their responsibilities.
- Staff have positive relationships with parents. They keep them well informed on a day-to-day basis and invite them to regular reviews to discuss their child's progress. This ensures parents are effectively involved in their child's learning.
- Children behave well. They learn to share and take turns, as a result, children play safely in a calm and happy environment.
- Partnerships with other professionals and early years settings that children attend are strong. Consequently, continuity of care and learning is promoted effectively.

It is not yet outstanding because:

- Staff sometimes miss opportunities to promote independence and to give individual children responsibilities during routine activities, such as at snack time.
- Staff do not always provide sufficient opportunities for children to fully develop their early-reading skills.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop independence skills, particularly at snack times
- build on children's reading skills, for example, by providing an environment rich in print, including magazines, newspapers and booklets.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed children during free play and group times, and staff interactions with them.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, chair of the committee, staff and children at appropriate times throughout the inspection. The inspector discussed the self-evaluation process with the manager.
- The inspector looked at a sample of children's records, planning documentation, qualifications of the staff working with the children, evidence of the suitability of staff and committee members working and managing the provision, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector looked at evidence of the suitability of staff and committee members working and managing the provision, as well as a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Jane Rushby

Inspection findings

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

Staff provide a good range of activities to promote children's learning and development across all areas. They promote early-writing skills effectively. For example, they encourage children to make marks and patterns in the sand. However, children are not as well supported to develop their early-reading skills because there is a lack of examples of different types of print throughout the setting. Also, books are generally only available in the book corner. This means that children do not have many opportunities to read in a variety of situations. Children's imagination and creativity is developed during the day as they explore in the sand and make rockets from recycled cartons and boxes. Children play cooperatively and form friendships. Group times are used to enhance children's communication skills. Staff count with children during everyday routines to reinforce their understanding of numbers and mathematics. Staff observe children at play, assess their progress and share their findings with parents. They carry out progress checks for children between the ages of two and three years, and for older children so that they are knowledgeable about any gaps in learning. Therefore, any gaps in development are quickly identified and addressed.

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

Staff provide a welcoming environment where children feel secure. Children have lots of opportunities to gain independence. For example, they wash their own hands and hang up their own coats. However, staff do not always extend these opportunities at snack times. For example, children are not always involved in the preparation of snacks. Also, staff sometimes miss opportunities to give children individual responsibilities in order to promote their independence. Children are emotionally prepared for their move to school because the staff incorporate many school-life activities into their daily routines. For example, children enjoy taking part in physical education sessions each week, and learn how to dress and undress themselves. Children learn about their own safety as they take part in evacuation drills. Staff praise children for their achievements, as a result, this builds children's confidence. Children enjoy playing outside in the fresh air, using the outdoor play area and going on local visits.

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

Staff show a good understanding of the requirements of the Early Years Foundation Stage. Recruitment and vetting procedures are used to check if staff are suitable to work with children. The leadership team check that staff practice is always good. They provide ongoing training and supervision for staff. This helps to ensure staff have the knowledge and skills to carry out their roles and responsibilities confidently. Managers ask staff, parents and children for their views. This helps managers to identify and address any weaknesses in the provision. Partnerships with parents and other settings are strong. The quality of teaching is good because all staff are well qualified and experienced.

Setting details

Unique reference number	226269
Local authority	Leicestershire
Inspection number	871383
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	35
Name of provider	Emmanuel Pre-School Playgroup Committee
Date of previous inspection	21 November 2011
Telephone number	07762449677

Emmanuel Playgroup opened in 1970. The playgroup is open Monday to Friday, 9am to 12 noon. The setting is also open on Tuesday and Friday from 12 noon until 3pm, term time only. The playgroup currently receives early education funding for two-, three- and four-year-old children. There are six staff who work with the children, all of whom hold appropriate qualifications, including one at degree level. The manager also has Early Years Professional status.

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