

Emley Play School

Methodist Chapel, Church Street, Emley, Huddersfield, HD8 9RP



Inspection date 11 September 2015
Previous inspection date 11 March 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Changes to the people who make up the management committee have not been reported to Ofsted.
- The manager's systems to monitor achievement do not include checks to compare the progress made by different groups of children, in order to identify if any specific group is falling behind.
- Children's play is occasionally interrupted by the daily routines of the setting.

It has the following strengths

- The well-qualified staff team has a good understanding of the learning and development requirements. They attend regular training which has had a positive impact on improving the learning experiences they offer for children.
- Children enthusiastically explore resources and the environment. They have good opportunities to experience daily outdoor activities which develop their emerging understanding of the need for physical exercise. This also promotes healthy lifestyles.
- Partnerships with parents and other professionals allow meaningful information to be exchanged so that children's needs are met.
- Strong settling-in arrangements are in place. Children, therefore, feel safe and secure with staff who know them well.

What the setting needs to do to improve further

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

- strengthen the current systems for monitoring children's progress to include comparing the progress made by different groups of children and identifying and closing any emerging gaps in their learning
- make sure that children's learning is not interrupted by daily routines, particularly at snack time.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the staff and had a meeting with the manager. She checked evidence of staff and committee members' suitability, training and qualifications and reviewed a selection of other documents.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sadie Corbett

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are ineffective. Changes to members of the management committee have not been made known to Ofsted, in order to ensure that suitability checks are carried out for new members. However, committee members do not work directly with the children so any risk associated with this breach of requirements is minimal. There are procedures in place to ensure the suitability of staff working with children. Strong performance management systems ensure a highly effective level of practice is continually maintained. The manager carries out some monitoring of the children's progress to identify any gaps in achievement. However, these systems are not yet rigorous enough to focus precisely on the progress made by specific groups of children, in order to swiftly target any gaps in their learning. Highly effective partnership working takes place with the local school. Teachers visit the children in the playschool, and staff prepare children well for the changes ahead.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are motivated to learn and are developing the skills and positive attitudes that they need to prepare them for their next stage in learning, such as school. Staff gather detailed information from parents before children start so they can plan for individual learning needs. Effective partnerships with parents ensure that they continue their children's learning at home. Regular observations and assessments are then used to identify where children are in their development and what they need to do next. Strong support is in place for children with special educational needs and/or disabilities, and for those children who speak English as an additional language.

Personal development, behaviour and welfare require improvement

Strong settling-in procedures include home visits. These enable children and parents to build a relationship with their key person prior to starting. Children, therefore, feel safe and secure and their positive relationships with staff give them confidence to explore their environment. Staff are good role models. They remind children about appropriate behaviour and encourage them to be polite, use their manners, share and take turns. They recognise children's achievements, giving appropriate praise to build self-esteem and confidence. Children are developing good independence and self-care skills. Daily fresh air and frequent walks within the community promote children's physical development. Children are motivated and active learners in their play. However, occasionally for some children, daily routines such as snack time, can interrupt and stop their play and learning too abruptly.

Outcomes for children are good

This is an inclusive setting, meeting the needs of all children attending. All children regardless of their age or ability are making expected or better progress in their development. This supports their future learning and helps them to be ready for school.

Setting details

Unique reference number	311282
Local authority	Kirklees
Inspection number	864984
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	23
Name of provider	Emley Play School Committee
Date of previous inspection	11 March 2010
Telephone number	07767832626

Emley Play School was registered in 1993. The setting employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The setting opens from Monday to Friday term time only. Sessions are from 9am until 3.15pm, except Tuesdays when sessions are from 9am until 11.30am. The setting provides funded early education for two-, three- and four-year-old children. They support children who have special educational needs and/or disabilities, and children who speak English as an additional language.

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