

Emley Playschool

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



Inspection date

13 July 2016

Previous inspection date

11 September 2015

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

Summary of key findings for parents

This provision is good

- Excellent arrangements are in place to help children settle into playschool. Staff visit children at home before they start and parents tell staff about their children when they accompany them to initial sessions. Consequently, staff know the children and their families well and have formed strong relationships with them.
- Leaders use a wide range of information to identify gaps in children's learning. Staff target their teaching to help children catch up and ensure they are well-prepared for school. For example by improving their writing, reading and number skills.
- Leaders and staff meet regularly to reflect on what they do; they make good use of external support and challenge from the local authority to evaluate their practice and provision. Consequently, they have a secure knowledge of the strengths and weaknesses of the playschool and devise action plans to help monitor and secure improvements.
- Clear roles and responsibilities are delegated to staff, creating a strong, organised team. In addition they are supported to carry out research and develop areas of expertise to help improve practice.

It is not yet outstanding because:

- Current arrangements for the performance management of staff do not provide clear direction to help secure teaching and learning of the highest standard. Peer observations are not fully utilised and not enough use is made of opportunities for staff to learn from other high quality settings.
- Staff do not always have the opportunity to meet with teachers from schools the children are moving on to in order to fully share all they know about the children.

What the setting needs to do to improve further

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

- build on the performance management arrangements for staff to help secure teaching of the highest standard so children make exceptional progress
- ensure staff have more opportunities to share what they know about all the children with schools to fully support the transition process and help all children make the best possible start.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff have taken appropriate action to address weaknesses identified at the last inspection. They now have a thorough understanding of the achievements of different groups of children and can readily identify any gaps in their learning and the curriculum. This information is used well to plan activities that interest children and promote their development. The arrangements for safeguarding are effective. This is because staff, leaders and the committee access a range of training and updates and know their policies and procedures well. Staff also have regular opportunities to discuss the children and share any concerns. Staff are well deployed to the indoor and outdoor areas, to fully support children's safety, learning and development. Leaders monitor and reflect on any accidents that occur and carry out regular checks to help minimise risks to children.

Quality of teaching, learning and assessment is good

The manager monitors the quality of the curriculum, teaching and the checks staff make on children's progress to ensure they are accurate, good quality and meeting the needs of the children. Leaders and staff make good use of what they know about children to plan interesting and challenging teaching and learning opportunities. These help children at risk of falling behind to catch up and make good progress. For example, staff are currently supporting a group of two-year-olds to develop their speech and language skills. Staff now require support to ensure their teaching enables children to make exceptional progress. Good information sharing systems are in place between staff and parents. This ensures parents are kept well-informed of their child's progress and children are supported to learn and develop in a consistent manner, both at the setting and at home.

Personal development, behaviour and welfare are good

Staff promote positive behaviour well and children are developing their social skills in readiness for school. Children are learning to take turns and share. For example, when they play with the popular remote controlled cars staff effectively use timers and discussions to support children's understanding. Staff successfully help even the shyest children to settle and form friendships. The environment is stimulating, well-resourced and welcoming. Good use is made of the local community to provide further learning opportunities for children. This helps them to understand about one another's lives at home and the wider world.

Outcomes for children are good

Children are confident and independent, moving freely between the indoors and outdoors and taking care of their own personal needs. They are well-mannered, polite and courteous. For example, children apologise unprompted when they accidentally bump into their friends outdoors or knock them when painting. Children access resources when they need them, including the support of adults, to extend their learning and play. They are inquisitive and keen to have a go. They observe and investigate snails and show great understanding of how to handle and care for them. Children are making good progress and catching up where behind. They are not yet making consistently high rates of progress as staff require further support to achieve exceptional standards of teaching.

Setting details

Unique reference number	311282
Local authority	Kirklees
Inspection number	1045202
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	28
Name of provider	Emley Playschool Committee
Date of previous inspection	11 September 2015
Telephone number	07767832626

Emley Playschool 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.

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