

Emmanuel Playgroup

Emmanuel Parish Church, 389e Harrow Road, London, W9 3NA



Inspection date

19 December 2016

Previous inspection date

9 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager effectively uses self-evaluation to make targeted improvements. For example, they created a vegetable patch to increase opportunities for children to learn about the natural world.
- Staff carefully monitor children's learning and effectively identify children who need extra help. They quickly arrange support to help children catch up and work with other professionals, if needed.
- Children are happy, content and show a good sense of security. Staff are warm, kind and welcoming. They effectively support children's emotional well-being and are good role models.
- Staff work well with parents. They share information regularly with parents about their children's care, learning and development.
- Children are confident and keen to share their learning with others. They make good progress from their different starting points including children who have special educational needs and/or disabilities and those learning English as an additional language.

It is not yet outstanding because:

- Staff do not consistently provide children with clear explanations to help them understand the consequences of their actions and manage their own behaviour.
- Children are not fully able to develop their awareness and understanding of the local environment such as the roles and responsibilities of people in their wider community.

What the setting needs to do to improve further

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

- build further on the consistency of staff's explanations to help children learn how to manage their behaviour
- develop further the opportunities for children to extend their understanding of their local environment and community.

Inspection activities

- The inspector observed a variety of activities including outdoor play.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records, documents relating to the suitability of staff and the setting's self-evaluation document.
- The inspector talked to staff and parents to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident in their understanding of the signs and symptoms which may give them cause for concern about a child's welfare and know the procedures to follow. Staff complete regular child protection training to help them stay up to date. The manager is supportive of staff's professional development and meets with them to help extend their skills and improve outcomes for children. For example, staff attended speech and language training to help them provide greater support for children learning English as an additional language. They work closely with schools and share a wide range of information to help provide continuity in children's learning.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about what children know and can do at the start. They make regular observations and assessments of children's learning and use this to help them carefully plan the next steps in their learning. Staff are skilled in adapting activities and building on children's emerging interests. For example, when children talk about buses, staff help children to make a 'bus' and sing relevant songs. This helps to extend children's imaginative play. Staff make resources interesting. For example, children enjoy painting an outside wall area with water coloured bright red. Children access a wide variety of books, including non-fiction books in all areas, such as during role-play activities. This helps them learn that books can be used to find information as well as stories.

Personal development, behaviour and welfare are good

Children are sociable and confident. They learn to recognise and manage their own needs. Children turn to staff for help and support, when needed. They know the importance of washing their hands and independently serve themselves fruit at snack time. Staff make effective use of snack time. For example, they discuss and encourage children to think about and describe the taste and texture of the fruit. Children take part in regular group activities, which helps to develop their social and communication skills.

Outcomes for children are good

All children make good progress. Those learning English as an additional language and children with special educational needs and/or disabilities receive a good range of support to help them quickly catch up. Children learn a good range of skills to help them prepare for the next stage in their learning. For example, they enjoy challenge and solving the problems which occur in their play such as deciding how to use sand and building blocks to create a wall. Children are independent and motivated. They freely choose resources and lead their own play.

Setting details

Unique reference number	EY448973
Local authority	Westminster
Inspection number	1062707
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	15
Name of registered person	Emmanuel Playgroup Committee
Registered person unique reference number	RP910033
Date of previous inspection	9 January 2013
Telephone number	02089641983

Emmanuel Playgroup registered in 2012 and is based in West London. The playgroup is open from 9.30am to 12.30pm and 1pm to 4pm, during term time only. The playgroup receives funding to provide free early education to children aged two, three and four years. There are four members of staff, all of whom hold relevant early years qualifications.

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