

# Emmanuel Playgroup

EMMANUEL CHURCH HALL FOREST ROAD, LOUGHBOROUGH,  
LEICESTERSHIRE LE11 3NW



<b>Inspection date</b>	1 October 2018
Previous inspection date	30 April 2015

<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
Effectiveness of 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

### The provision is good

- Staff greet children warmly when they arrive. Children know the routine of the day, for example, they select their name when they arrive and know to put on their coats before playing outdoors. Children make good progress in their learning.
- The manager supports staff well in their practice. Staff have their own roles and responsibilities. They support other staff to help children develop their communication and language skills, particularly for those who speak English as an additional language.
- Supervision and staff meetings help staff to reflect on their practice. Staff attend training to help them develop children's communication skills.
- Partnerships with parents is good. Staff speak to parents daily when they collect their children. Parents speak to their children's key person to discuss their children's progress and how they can continue to support their development at home and to extend children's early writing skills.
- Parents comment positively about playgroup. They say that their children, 'Love staff' and they are welcome to stay with their children when they first start to help them to settle. This promotes children's emotional well-being.
- Staff invite parents in to the playgroup to share their cultural traditions with children. This helps children to learn about diversity and the wider world.

### It is not yet outstanding because:

- Staff do not consistently share enough detailed information about children's learning with other settings children attend, to promote a united approach to children's development.
- Opportunities for older children to develop an awareness of their personal safety when they use the internet is not yet established.

## What the setting needs to do to improve further

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

- share more detailed information with other settings children attend to help support the highest levels of continuity in children's learning and development
- strengthen opportunities for older children to develop their awareness of personal safety when they use the internet.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Staff provide school teachers with a written report showing children's levels of learning when they move on to school. They take children to the different schools for visits and teachers are invited to see children in the playgroup. This helps them to be familiar with the environment and people who will care for them. Self-evaluation is effective. The manager gathers the views of parents, children and staff to help identify ongoing improvements. Changes made to the outdoor area, for example, to include toy diggers and dinosaurs, helps children to develop their interests. Safeguarding is effective. The manager and staff attend child protection training. They know their responsibilities to keep children safe. Risk assessments are effective and hazards are minimised.

### Quality of teaching, learning and assessment is good

Staff observe and monitor children's learning. This helps them to identify what children need to learn next. Staff demonstrate consistently strong teaching. Children explore different media and materials. Staff model how to use household objects, such as a wooden spoon and cans, to make sounds. This encourages children to develop their creative skills. Staff promote children's literacy skills well. When they read children a story, they use objects that represent the characters. This helps children to follow the story and to maintain their attention and listening skills. Staff help children to learn about different shapes. Children use toy water sprays outdoors and aim at different shapes on a chalk board. When the water removes the chalk shapes, staff ask children what other shapes they would like.

### Personal development, behaviour and welfare are good

Children behave well. Staff encourage older children to develop their own 'golden rules'. These include 'to listen to each other'. This helps children to know what is expected of them. Children like to help staff complete tasks, such as holding out a bag when children arrive for them to put in toys and belongings from home. This helps to give them a sense of responsibility. Children help staff to prepare fruit at snack time. They peel oranges and use safety knives to cut up apples, demonstrating their independence. Staff help children to learn about their local community and the wider world. For example, children are keen to speak to people who have different occupations. Outside, children are physically active. They use a sweeping brush to collect leaves and to clear pathways. This helps children to develop their hand-to-eye coordination.

### Outcomes for children are good

Children are motivated to learn and confidently explore the environment and resources offered. They manipulate dough with their hands and learn to use tools for a purpose. Children enjoy using shapes in paint to make marks on paper, developing their creative skills. They make good progress from their starting points in learning and develop key skills for their move on to school.

## Setting details

<b>Unique reference number</b>	226269
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10070979
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Emmanuel Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP522165
<b>Date of previous inspection</b>	30 April 2015
<b>Telephone number</b>	01509 211443 07

Emmanuel Playgroup registered in 1970. The playgroup employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The playgroup opens on Monday, Wednesday and Thursday from 9am until midday. It opens on Tuesday and Friday from 9am until 3pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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