

# Inspection of Emmanuel Playgroup

St. Saviours Church Hall, Gladstone Road, Scarborough YO12 7BJ

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Inspection date: 11 October 2019

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is inadequate

Leaders show very little capacity or ambition to improve the quality of the setting in a timely manner. The manager describes making 'slow and steady progress'. Self-evaluation of the setting consistently fails to identify weaknesses in practice. Therefore, there is no evidence of continuous improvement. There are many activities, resources and toys available for children to play with and, when they are engaged in these, they are active and happy. However, the staff do not accurately recognise how to extend children's interests and learning. This means that children are not able to make the best possible progress. For example, staff feel unsure how to provide evermore challenging activities when children are already making good progress. Additionally, detailed plans put in place to support children with special educational needs and/or disabilities (SEND) are not regularly reviewed. This significantly hinders the progress these children make. The resources available for children to play with do not reflect the cultures and backgrounds children live in, and staff do not always recognise each child as an individual. Nevertheless, children are happy, confident and very well behaved. They occasionally need a gentle reminder about rules from the staff, or one another. This demonstrates that children understand the expectations staff have for their behaviour. The caring staff promote independence in the children, for example by encouraging them to put on and take off their own outside clothing. Children remind one another to use the handwashing facilities before eating their snack, and they help themselves to the selection of healthy snacks provided by the staff.

### What does the early years setting do well and what does it need to do better?

- Leaders do not provide staff with appropriate coaching, guidance or training to improve their teaching practice. This means that staff fail to plan effectively to improve children's skills. This has a negative impact on children's future learning.
- The setting works closely with other agencies who offer support for children with SEND, and have developed strong professional relationships. Children with SEND have individual plans drawn up to support their specific learning and development needs. However, a failure to regularly review and update these plans puts these children at a further disadvantage.
- The key-person system is ineffective. Parents report that they are unsure who the named key person for their child is. Children who need support with intimate care routines are not offered help from a key person. This does not promote privacy or dignity for children.
- Leaders freely discuss confidential information about children with, and in the hearing of, other parents. This breaches confidentiality, and does not promote the privacy which children and families are entitled to.
- The resources available to the children do not reflect the varied backgrounds, cultures and heritages of the families accessing the setting. Neither do they

represent the community in which the setting is based. Not all staff recognise every child as being a unique child in their own right. Consequently, children's opportunities to find out about people, places and environments, and to celebrate similarities and differences, are limited. This impacts on children's self-esteem and their sense of identity.

- Leaders and staff do not have a clear vision for what children need to learn. They recognise children's interests but lack the skill to enhance these interests further. For example, as children excitedly explore the possibilities of unravelling a ball of string, they are told by staff to wind it up, as it may cause a trip hazard. One area in the setting has been set out to specifically enhance development of mathematics skills for children. However, staff describe using activities to promote early literacy here, demonstrating a lack of shared understanding about what children need to learn, how they will learn, and why.
- The manager describes the use of books as a strength in supporting children's speech and language development. However, the use of books is extremely limited, and the books available to children are of poor quality. This does not inspire children to develop a love of books or promote their early literacy skills.
- The staff provide a range of healthy snacks. They offer parents guidance about healthy packed lunches. At lunchtime, staff sit together with children and eat their own packed lunches. This promotes good table manners and the social aspect of mealtimes. However, staff do not model the promotion of healthy diets, because their own meals consist of some unhealthy options. This undermines the staff's understanding of healthy eating.
- Links with other professionals who offer support for children who speak English as an additional language are established. However, advice provided on how to support these children is not embedded among all staff. For example, some staff have learned some basic words in the children's first language to support their understanding of English, but this is not consistent.
- The committee are ineffective in offering support and challenge to the manager. In turn, the manager is unable to offer appropriate support and challenge to the staff. Therefore, there are no shared expectations for a high-quality provision for children.
- Staff say they are happy working at this setting. Parents describe the caring relationships between staff, children and themselves.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff have a sound knowledge and understanding of how to identify children who may be at risk of abuse. They recall recent training about child protection processes. They can describe issues that would raise concerns, and they are clear about the appropriate reporting and referral procedures. This practice is improved since the last inspection. However, leaders have consistently failed to uphold a robust safer recruitment procedure. This is specific to the accurate recording of vetting processes and checks. This relates to all adults associated with the setting, including members of staff who work with children, and committee members. This

poses a risk to children's safety and well-being.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that checks made with the Disclosure and Barring Service are recorded effectively and that they confirm safer recruitment procedures have been followed for each adult associated with the setting	25/10/2019
provide effective guidance and support for staff to ensure they offer quality learning and development experiences for children that continually improve	25/10/2019
ensure the arrangements to support children with SEND are effective and regularly reviewed	25/10/2019
develop an effective key-person system by reinforcing the roles and responsibilities of staff, making sure that parents are aware of who their child's key person is	25/10/2019
implement processes to ensure information about children is handled confidentially, and only shared with those who have a right or a professional need to access it.	25/10/2019

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
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provide appropriate activities and resources that reflect the diverse community which children are living in. This includes promoting opportunities for children to develop and use their home language in play and learning	25/10/2019
make accurate assessments of what children know and can do, and use these to plan continuously challenging opportunities which help all children make good progress.	25/10/2019

## Setting details

<b>Unique reference number</b>	400366
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10109363
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Emmanuel Playgroup (Scarborough) Committee
<b>Registered person unique reference number</b>	RP518646
<b>Telephone number</b>	07748479732
<b>Date of previous inspection</b>	9 May 2019

## Information about this early years setting

Emmanuel Playgroup registered in 1979 and is located in Scarborough, North Yorkshire. There are currently five staff working directly with the children, all of whom hold relevant childcare qualifications at level 2 and above, including the manager, who has early years professional status. The playgroup opens during term time only. It operates from 9am until 3pm on Monday, Wednesday, Thursday and Friday, and from 9am until midday on Tuesday. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Goodger

## Inspection activities

- The manager and the inspector completed a learning walk to discuss what the setting offers for children.
- The inspector spoke to parents to gain their views about the setting.
- The manager and the inspector jointly observed and evaluated an activity.
- The inspector observed the experiences of children in all areas of the setting, indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day.
- The inspector attended a meeting with the manager to discuss the leadership of the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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