

Humpty Dumpty Playgroup

Inspection report for early years provision

Unique reference number

218165

Inspection date

03/11/2009

Inspector

Julie Mary Preston

Setting address

Parish Rooms, Church Road, Codsall, Nr Wolverhampton,
Staffordshire, WV8 1EH

Telephone number

07837942434

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Humpty Dumpty Playgroup opened in 1962 and is managed by a committee. It operates from within the parish rooms in Codsall, Staffordshire and serves the local and wider community. All children share access to a secure outdoor play area. The playgroup is open each weekday from 9:00 a.m. to 12:00 noon during school term time only.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the group at any one time. There are currently 31 children aged from two to five years on roll. The playgroup is in receipt of funding for nursery education. The playgroup supports children with special educational needs and/or disabilities.

There are eight members of staff, four hold appropriate early years qualifications to at least NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide an inclusive and welcoming environment, having a sound knowledge of children's individual needs and preferences enabling them to ensure that they make good progress in their learning and development within most activities. Children are happy, confident and enjoy their time at the playgroup. Positive relationships have been developed with parents and other agencies, with the provision committed to continually improving their practice through ongoing self evaluation and training. A good range of policies and procedures are fully understood and implemented by the staff team.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure appropriate fire detection equipment is provided (Suitable premises, environment and equipment) 04/12/2009
- ensure daily attendance records include hours of attendance for both staff and children (Documentation). 18/11/2009

To further improve the early years provision the registered person should:

- ensure fresh drinking water is easily accessible to children to ensure children are hydrated
- extend opportunities for children to use the outdoor play area to promote

- children's well being
- review the organisation of registration and snack time to ensure the individual needs of children are met.

The effectiveness of leadership and management of the early years provision

Safeguarding is addressed as systems identified and implemented within the setting ensure this. Detailed recruitment and vetting of staff and committee members is undertaken to ensure that adults are safe and suitable to work with children. Staff regularly update training on child protection and safeguarding with nominated persons identified to oversee child protection issues. Regular risk assessments are undertaken on all areas used by children both inside and outdoors that are regularly updated, including assessments for outings undertaken. However, although, appropriate fire control equipment is in place and regular fire drills undertaken, there is no appropriate fire detection equipment to assist in early recognition of a fire.

All children are made to feel welcome and staff work closely with parents to ensure the individual needs of children are met promoting inclusive practice. An effective key worker system ensures information is shared regularly and parents receive feedback on a daily basis, with notice boards and regular newsletters used to supplement this. Parental questionnaires are undertaken routinely and used as a tool for the group to improve practice, these were very positive and included no negative comments. Staff have a good understanding of the Early Years Foundation Stage (EYFS) and are highly committed to continuous development through ongoing training. Regular staff meetings are undertaken and used as opportunities to share information from training and to contribute to the self evaluation process.

Leadership and management of the setting is good, the manager and staff work closely together as a motivated and committed team to promote the welfare, learning and development of children who attend. The manager provides clear guidance to her staff and a good range of policies and procedures are implemented effectively to promote the smooth running of the playgroup. However, registration systems lack required detail. Staff have a clear understanding of their roles and responsibilities, undertaking tasks independently. The deployment of staff within free play and adult led activities is strong, enabling them to support children well in their individual learning and development. However, the organisation of larger group sessions, including registration and snack times are not as successful as some children loose interest and focus. A good range of resources is available, that includes items that reflect cultural diversity and disability. These are used effectively by staff to promote children's enjoyment of activities they participate in.

The quality and standards of the early years provision and outcomes for children

A welcoming, child friendly, inviting environment is provided for children with a good range of resources that cover all areas of learning in each session. Children's starting points are assessed when they join the group in liaison with parents to allow staff to plan and extend on individual children's capabilities. Staff provide a good balance of adult and child led experiences within each session. Children are eager to enter the group, make choices and are interested in the activities available. They happily navigate the room selecting activities they wish to participate in then move on to the next activity, being keen and motivated to learn. For example, one child enjoyed making pets better in the vets, made a collage of a scarecrow then enjoyed sitting and looking at a book in the book corner. Children show care and concern for each other and are forming good relationships with staff and each other. They are well behaved and respond well to staffs management of their behaviour, enjoying receiving praise and encouragement for their achievements.

Children use their imagination well and use writing for a variety of purposes, spending extended periods of time in the writing area. They negotiate their role within the post office writing and posting letters and parcels. They play together well independently developing their social skills. Staff effectively interact and support children in their learning and development through discussion, explanation and questioning. For example, encouraging a two year old to develop numeracy skills by counting one, two, three before sliding down the slide. Children thrive as staff spend the majority of time at their level, developing good language skills as staff continually talk to them about what they are doing and expertly extending their play and enjoyment of each activity.

Children develop an understanding of how to stay safe as staff discuss issues of road safety when they participate in walks within the local community and through routine activities undertaken. The premises are clean and well maintained, with the group encouraging healthy practices. For example, encouraging good hand washing practices, healthy eating and physical play to encourage children to adopt a healthy lifestyle. However, daily opportunities for children to go outdoors are not always provided and drinking water is not easily accessible to children, so this limits opportunities to promote their well being. Children enjoy opportunities to be creative in a variety of different ways, such as, within art work, movement and construction.

Children are developing an understanding of diversity as practitioners provide positive images and experiences to promote this. For example, children enjoyed celebrating Chinese New Year and eating noodles. Regular observations are made by staff in order to monitor children's progress and contribute to the assessment process. Staff update assessments regularly, using the outcomes as a tool for future planning. Planning reflects a good range of learning opportunities across all six areas of learning and includes differentiation between the differing age groups that attend. All children are making good progress in their learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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