



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218165

DfES Number: 519407

INSPECTION DETAILS

Inspection Date	26/01/2005
Inspector Name	Ann Winifred Harrison

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Humpty Dumpty Playgroup
Setting Address	Parish Rooms Church Road, Codsall Nr Wolverhampton Staffordshire

REGISTERED PROVIDER DETAILS

Name	The Committee of Humpty Dumpty Playgroup Committee
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ORGANISATION DETAILS

Name	Humpty Dumpty Playgroup Committee
Address	Parish Rooms Church Road, Codsall Nr Wolverhampton Staffordshire

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Humpty Dumpty Playgroup is run by a committee. It opened in 1962 and operates from parish rooms within Codsall. A maximum of 26 children may attend the group at any one time. The playgroup is open each weekday from 09:00 to 12:00, term time only. All children share access to a secure outdoor play area.

There are currently 32 children aged from 2-5 years on roll. Of these, eight receive funding for nursery education. Children come from the local area.

The playgroup employs seven staff. Three of the staff, including the manager, hold appropriate early years qualifications.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Humpty Dumpty Playgroup offers good quality provision overall which helps children make generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage which enables them to plan a range of practical activities which helps children learn. They engage and support children's play and conversations very well, although there are limited opportunities for children to count and use numbers and for children to talk to the group in circle time. Planning of activities shows clear learning intentions and how staff will be deployed. Staff record observations and assessments which show clearly how children will make progress through the stepping stones, although they are not always used to help to inform future plans. Staff work hard to develop children's self esteem by giving praise and encouragement and children behave well.

Leadership and management are generally good. Staff are aware of their roles and responsibilities and are encouraged to work as part of a team. Good relationships between staff ensure a well-organised setting. Professional development is supported and staff are encouraged to develop their skills and knowledge through attendance at training courses. There are systems in place to monitor the quality of the educational provision although the monitoring of use of assessments to inform plans is not always effective.

Partnership with parents is very good. Parents are kept well informed about the Foundation Stage, activities and routines. Parents talk to staff on a regular basis and are kept informed about their child's developmental progress. Parents are encouraged to be involved in their children's learning through regular discussion and by joining the committee.

What is being done well?

- Staff provide a wide range of well planned experiences and activities that helps children progress in all areas of learning. Staff have high expectations of children's behaviour and encourage good behaviour by use of praise and encouragement. They encourage children's independence skills by encouraging them to pour their own drinks, cut their own fruit and choose their own activities.
- Staff plan a range of activities for children to learn about their environment, taking them on walks to see plants and animals in the local area. They provide a range of interesting activities for children to explore a variety of materials including woodwork, where children have the opportunity to use real tools and to design and make their own constructions.

- Staff work closely with parents and keep them well informed of their child's progress, completing individual observations and assessments on children, which are regularly discussed. Parents are encouraged to share what they know about their child and children's work is sent home regularly.

What needs to be improved?

- the systems of observations and assessments to help staff plan for children's next steps in learning
- the opportunities for children to see and use numbers in practical situations and use simple addition and subtraction in everyday situations
- the opportunities for children to talk about significant events in their lives at circle time.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The setting has introduced a number of effective measures to address the key issues raised at the previous inspection.

The key issues related to extending written plans to ensure all six areas of learning are included, a note on weekly plans to say how staff are deployed and a note to show how quick learners could be extended; to ensure that planning is regularly reviewed to monitor its effectiveness and to clarify statements in the curriculum in the group's brochure.

Detailed plans now include all six areas of learning and a balanced curriculum is planned to ensure children make progress in all areas of learning. Plans include how staff will be deployed and how children who learn quickly will be extended.

The planning is regularly reviewed by the staff team to ensure that they are providing good quality activities to offer the children variety and to enhance their learning in all areas.

The setting's brochure now includes details of the six areas of learning and how children learn from their activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children separate from their main carer and are familiar with the routine and engage quickly in play. Children are developing good levels of independence in personal skills and in choosing activities. They show a good level of interest in activities provided. Children behave well and are making good relationships with adults and peers. Children are learning to share and take turns fairly and they behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact well and initiate conversations with staff and peers. They talk about real and imagined experiences, although there are few opportunities for children to talk to the group at circle time. Children are beginning to practise linking sounds with initial letters and many can sound the first letter of their names. Children are beginning to learn that print carries meaning. They are making marks and attempting to write and some children can write their own name correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to count up to five and some children count beyond, although there are few opportunities for children to count in everyday situations and to use simple addition and subtraction in practical activities. They are learning about different shapes and sizes through practical activities such as woodwork. Children are learning to use mathematical language such as full and empty, big and little. They are learning about weighing and measuring in cooking and growing activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are learning about different celebrations, festivals and customs through themed activities and tasting food. They are beginning to find out and identify living things. They are taken on walks around the village to observe plants and animals. Children use their design and making skills through art and construction activities and woodwork. They are beginning to use IT equipment with confidence.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with control and coordination. They crawl through hoops and balance along the beams on obstacle courses. They have a sense of space and are aware of their own physical needs. Children use a range of small and large equipment competently. Children use tools confidently, rolling and cutting dough and using scissors well. Children are beginning to realise the importance of staying healthy through planned activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are learning to use their senses through planned and spontaneous activities. They enjoy role play situations based on their own and imagined experiences. Children are exploring colour and texture, through water, collage, play dough, and sand. They recognise different colours and name them accurately. Children are able initiate their own creative activities to enable them to develop their own creativity. Children respond well to music and are learning to use musical instruments.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop systems of observations and assessment to help staff plan the next steps in children's learning
- increase opportunities for children to see and use numbers in practical situations and introduce simple addition and subtraction in everyday situations
- develop circle time to include time for children to be able to talk about significant events in their lives.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.