



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119484

DfES Number: 514460

INSPECTION DETAILS

Inspection Date 03/12/2004
Inspector Name Lisa Paisley

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Humpty Dumpty Playgroup
Setting Address 1 Sutton Road
Southend-on-Sea
Essex
SS2 5PA

REGISTERED PROVIDER DETAILS

Name The Committee of Humpty Dumpty Playgroup 1027853

ORGANISATION DETAILS

Name Humpty Dumpty Playgroup
Address 1 Sutton Road
Southend-on-Sea
Essex
SS2 5PA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Pre School opened in April 2001 and it operates from

All Saints church hall. It is situated in the centre of Southend. A maximum of twenty children may attend the pre-school at any one time. The pre-school is open Monday, Wednesday, Thursday and Friday from 09:30 to 12:00 and Monday to Thursday from 12:30 to 15:00 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently twenty-eight children aged from two to under five years on roll. Of these eleven receive funding for nursery education. Children come from the local area. The group supports a number of children with special needs and also supports a number of children who speak English as an additional language.

The pre-school employs five staff. All of the staff, including both managers hold appropriate early years qualifications.

How good is the Day Care?

Humpty Dumpty Pre-school provides good quality care for children.

Staff regularly attend training, allowing them to keep up to date with current childcare practices. Space, staff and resources are organised effectively to meet children's individual needs. A safe, warm, and well-maintained environment is provided. Equipment and toys are appropriate for their purpose and help create an accessible and stimulating environment. Children's artwork is displayed effectively. Clear comprehensive policies for the effective management of the provision are in place; a minor amendment is required.

High priority is given to ensuring children are safe and by minimising any potential hazards. Staff have a good understanding of health and hygiene procedures and they act in the children's best interest when they are ill. Snacks are provided in a relaxed sociable atmosphere, staff are close by to support children's independence.

Staff are aware of their responsibility for safeguarding children and the group has the Department Of Health summary booklet for child protection.

Children are involved in a broad range of activities and staff are close by to support their learning, encouraging children to make choices and developing their independence. Staff have a good understanding of the children's individual needs and they effectively promote diversity within the setting. They have a good range of multi cultural resources. Staff understand how all children may have a special need at some time and that their needs may be long or short term. They have obtained the recent Sure Start Early Years and Disability Discrimination Act booklet. Staff use consistent methods for managing children's behaviour, taking into account their individual stage of development.

Staff develop a professional relationship with parents and are committed to ensuring that information is shared.

What has improved since the last inspection?

At the last inspection, the group agreed to: update staffing qualifications; ensure that all staff and the committee nominated person have been vetted; review and update the child protection policy in line with National Standards and devise a policy about the exclusion of children who are ill or infectious which is discussed with parents.

Staff have updated their qualifications, the quality of care being provided for young children has improved.

Vetting procedures are now in place, ensuring that children are safe at all times.

Parents are better informed regarding the care of children; clear written procedures with regard to obtaining written consent before administering medication are now in place.

The child protection policy has been updated; however there is an omission regarding procedures to be followed if an allegation is made against a staff member or volunteers.

What is being done well?

- Activities and play opportunities are well planned to support the development of children's emotional, physical, social and intellectual capabilities. Good records in place for monitoring children's progress and there is an effective key worker system.
- There is a range of policies and procedures in place ensuring children are kept safe, secure and well; e.g. fire drills are practised regularly and daily risk assessments are conducted.
- Staff are consistent and sensitive in managing children's behaviour; methods used are appropriate to children's developmental and individual needs.

- Staff work hard at building positive relationships with parents who are made to feel welcomed into the group at any time; they listen to parents, ensuring that children's needs are met.

What needs to be improved?

- documentation by updating the child protection policy and obtaining a parent's signature when recording incidents or existing injuries.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Ensure the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer and obtain parents signature when recording incidents or existing injuries.

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

How effective is the nursery education?

The provision for nursery education at Humpty Dumpty Pre-School is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress in all other areas.

The quality of teaching is generally good. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan children's next steps. Staff keep detailed records which provide a clear picture of children's progress to share with parents. They plan a broad and balanced programme of activities based on helping children make progress towards the early learning goals.

Support systems are in place for children needing additional help or those for whom English is a second language. The children behave well in response to staff's realistic expectations. Spontaneous learning opportunities are valued and the children's interests lead at times. The sessions are organised to be varied and stimulating, allowing choice and free flow play. Use of the premises and equipment is good; activities are well presented and wall displays are of a high quality.

The leadership and management of the pre-school are generally good. Staff work well as a team; they are enthusiastic and dedicated. The planning is shared and tasks are delegated appropriately. Staff are aware of strengths and of areas for development. They continually monitor and evaluate their practice to improve the care and education offered. Students and staff are well supported in their training and they take a full part in running the group.

The partnership with the parents and carers is generally good. Parents are given good information about the group. They spend time talking informally to staff about their children, and they are well informed about forthcoming events through regular newsletters and the information board. Regular key worker meetings take place giving parents and staff the opportunity to discuss children's overall progress.

What is being done well?

- Staff have a good understanding of how to effectively promote diversity within the setting. Other cultures and festivals are incorporated in resources, activities, displays and planning. Children are encouraged to be a part of the community and develop a sense of the wider world.
- Children's artwork is displayed effectively. It is imaginative, colourful and linked vocabulary is of a high standard. The displays provide a positive visual learning environment, so that children feel valued and secure within the group.
- Planning and assessment are effective and informative. They clearly provide

staff with information regarding the next steps in children's activity plans, ensuring their individual needs are met.

What needs to be improved?

- mathematical development through planned activities
- opportunities to encourage children to write for different purposes.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. Assessment plans have been updated to record children's progress towards the early learning goals in all areas of learning. Records are used to identify what each child needs to learn next, informing future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested; they try new things and can concentrate and persevere at self-chosen tasks. Children ask for help when needed and they have good relationships with staff and each other. They are learning to be co-operative and take turns. Behaviour is good and children are helped to understand simple rules. Children are independent in self-care and at choosing activities. Excellent attention is given to multi cultural education, including celebrating a range of festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are developed as they interact with staff and one another. They respond to stories appropriately. Children talk about real and imaginary events as they play and work. Children recognise their own names. They use books for pleasure and enjoy sharing stories with staff. Free mark making is available, but there are limited opportunities for children to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use an advent calendar to name, recognise and order numerals. Some children can count to 10 and beyond. They are introduced to early calculation skills as they sing number rhymes, counting up and down. There are some missed opportunities to develop calculation skills through everyday routines, e.g. at snack time. Children can name shapes and they explore pattern through a range of puzzles and maths equipment. Cooking activities introduce concepts of weight and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate objects and materials. They observe and record changes, e.g. when melting ice cubes. They learn to care for living things. Children design and build using construction kits, on both large and small scale. Children talk about their homes and families and past and present events. They explore the changing seasons through topic work and visitors to the group introduce ideas from the wider world. Children show excitement as they prepare to celebrate Christmas.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the setting. They travel under, over and through balancing and climbing equipment. They are aware of space for themselves and others, can find a chair or space on the mat and line up. Children understand and follow basic hygiene rules when using the toilet and hand washing. They are able to put on coats. Children use a range of small equipment to develop skills, such as bats, balls and hoops. Fine motor skills are developed by using a range of manipulative tools.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and texture through a balance of free and guided art and craft activities. Free play with good varied selection of musical instruments encourages children to listen to sound, rhythm and pitch. They sing known and new songs. Resources for role-play include imaginative costumes and props and domestic items encourage children to explore different roles. Senses are developed through topic activities and use of music and visual displays to create a stimulating environment.

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

- explore ways of introducing early maths skills through planned activities, such as at snack time and circle time
- provide resources to encourage children to write for different purposes, i.e. to name their own work and to use emergent writing in the role play area.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.