



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251528

DfES Number: 548097

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Hazel Meadows

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Humpty Dumpty Playgroup
Setting Address Community Centre, Twelve Acre Approach
Bell Lane, Kesgrave
Ipswich
Suffolk
IP5 1JF

REGISTERED PROVIDER DETAILS

Name Mrs Sally Evelyn Cutts

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 Playgroup opened in 1987.

It operates from a room in Kesgrave Community Centre. It is situated in a residential area in the town of Kesgrave which is north of Ipswich.

A maximum of 18 children may attend the playgroup at any one time.

The playgroup is open from 09:30 until 12:00 and 12:30 until 15:00 on Mondays, Tuesdays, Wednesdays and Fridays, term time only. An enclosed, paved outdoor play area leads out from the playroom.

There are currently 47 children aged from two to under five years on roll. Of these, 22 children receive funding for nursery education. Children come from the local area. The playgroup supports children with special educational needs, and also supports a number of children who speak English as an additional language.

The playgroup employs six part time staff. None of the staff currently hold appropriate early years qualifications. Two of the staff, including one of the play leaders are working towards a qualification.

The group is privately run and members of staff are also part of the management committee.

How good is the Day Care?

Humpty Dumpty Playgroup provides satisfactory care for children aged two to under five years.

The playgroup is warm and welcoming for children and their parents. The group is well resourced and staff plan and provide a range of play activities, usually linked to a theme, to encourage children's development in all areas.

Staff develop good relationships with the children and are positive role models. They

know the children well as individuals and are caring and attentive to them, promoting their confidence and encouraging positive behaviour. Staff welcome all children into the group and have a positive and open attitude to diversity however this is not always reflected in resources.

Staff ensure the premises are kept secure and promote an awareness of health and safety issues, however, for six out of the eight sessions there is not a member of staff with a current first aid certificate present and not all staff are aware of the regulations relating to food safety and hygiene.

Staff work in partnership with the parents and form positive and trusting relationships with them. An introductory leaflet is available to parents and they receive regular newsletters. The group is welcoming to parents and operates a well-supported parent rota.

All policies, procedures and documentation are in place and staff work well together as a team, however, staff's understanding of the national standards for sessional day care is limited and therefore does not ensure compliance at all times.

The current number of trained staff does not meet the minimum requirements of the national standards. The staff to child ratios as stated in the national standards for sessional day care are not consistently complied with.

What has improved since the last inspection?

At the last inspection the playgroup agreed to develop and write an operational plan.

They agreed to revise policies regarding equal opportunities, sick children and the administration of medication and inform parents of their policies.

They agreed to obtain prior written consent from parents for the administration of medication and for emergency medical treatment and to keep a record administration of medication and of significant incidents.

All of the above have been met by seeking advice from the Pre-school Learning Alliance(PLA) and using PLA documentation.

The group also agreed to observe and record what children do and plan for the next steps of children's play and learning. Staff have sought advice from their advisory teacher and have acquired Step by Step assessment records but these are not being used systematically or effectively.

What is being done well?

- Staff provide a variety of activities, using a broad range of quality resources to help children make progress in all areas of their development. Toys are easily accessible to children offering them a level of choice and independence.
- Staff welcome all children into the group and ensure that their individuality is

valued and respected.

- Staff provide healthy, varied and nutritious snacks for children and drinking water is readily available at all times.
- Staff build positive and trusting relationships with the parents. Parents indicate that staff are friendly and approachable. An introductory leaflet and regular newsletters are available to parents and there is a well supported parent rota.

What needs to be improved?

- knowledge, understanding and compliance of the national standards for sessional day care;
- levels of staff qualifications;
- staff to child ratios;
- staff knowledge and understanding of the regulations relating to food safety and hygiene.

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.)

Since 1 April 2004 Ofsted has not received any complaints about this provider.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
1	develop and implement an action plan that sets out how the unqualified supervisor will achieve a level 3 qualification	10/12/2004

1	ensure all staff have a good working knowledge of the National Standards for Sessional Day Care	10/12/2004
2	develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare	10/12/2004
2	ensure that at least the minimum staffing ratios are adhered to, to care for children aged 2 years and children aged 3-5 years at all times	10/12/2004
7	develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time	10/12/2004
7	ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements	10/12/2004

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

Std	Recommendation
9	continue to develop the range of resources reflecting positive images of culture, ethnicity, gender and disability

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, which helps children to make very good progress in their personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff provide a broad range of activities and play alongside children using opportunities to extend their thinking and learning. Staff are developing their knowledge of the Foundation Stage but acknowledge that they require more training in this area.

Staff are developing a planning system, which they find helpful, however it does not clearly link to the stepping stones or show the learning intention. Tick-list records of the children's achievements are kept but the assessment records, Step by Step, are not systematically completed to show children's progress and are not evaluated or used to plan the next step in a child's learning.

Leadership and management has significant weaknesses. The staff work well as a team and are committed to the group, however the quality of teaching and the effectiveness of the practice is not monitored. There is a commitment to the ongoing improvement of the pre-school.

Partnership with parents is generally good. Staff are friendly, approachable and welcoming. Parents can request to see their child's assessment record at any time, although few have any entries in them. They are not currently routinely shared with parents although there are plans to do so in the future. Some parents have been involved in a pilot scheme initiated by the playgroup and have completed part of their own child's assessment record, however there are very limited entries and observations recorded by staff.

What is being done well?

- Children are becoming confident, sociable and independent. Most separate from their main carer with assurance and are developing competence with personal care such as hand washing and toileting.
- Children are becoming confident communicators and are extending their vocabulary. They initiate conversations with familiar adults and their peers. They are developing good investigative and observation skills using all their senses.
- Staff plan and provide an interesting range of activities and play alongside children using opportunities to extend the children's thinking and learning. Children have opportunity to engage in a variety of experiences.
- Staff develop trusting relationships with the children and are good role models. They are calm and consistent in their approach, which is conducive

to children's positive behaviour. They promote confidence, independence and consideration for others with the children.

What needs to be improved?

- staff knowledge and understanding of the Foundation Stage
- monitoring and evaluation of the quality of teaching/practice
- planning - to indicate learning intention and to link to the stepping stones
- recording observations and assessment of children's progress
- monitoring and evaluating children's progress to inform planning
- opportunities for children to write for a purpose
- opportunities for free creativity
- use of the outdoor area as an extension to the learning environment.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children separate confidently from their parents and are happy and settled with the pre-school routine. They are keen to try new experiences although often wait at craft table to be shown what to do. They are establishing trusting relationships with staff and forming friendships with other children eg playing together on fantasy cube. Children are generally well behaved and aware of basic expectations eg tidy up time. They are developing personal independence eg toileting/putting on coats.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to speak with familiar adults and use language in their play. They recognise their own name cards, with help from pictures, but there are limited opportunities to write their names. Children occasionally use the writing area but there are limited evidence of regular opportunities to write for a purpose. They handle books carefully but do not access the book area independently. They enjoy activities requiring hand-eye coordination eg cutting dough, using Pritt sticks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff use numerous opportunities for counting and some children can count to 10 eg counting children at snack table. Children are beginning to make comparisons and sort objects eg child with fuzzy felt but opportunities are missed for simple problem solving and calculation through the daily routine. Some children use simple positional/mathematical language eg inside, big, small but there is limited use and extension of mathematical language by staff and limited reference to shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to explore and investigate using all their senses, sand/craft tactile, snack smell/taste and find out about living things eg vet with dog and tadpole topic. The group has a play telephone but very little other technology is available to challenge the children. The regular pre-school routine promotes sense of time. Children are developing awareness of their own communities eg visit by dentist and posting letters however there is little reference to other communities/cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to judge space and distance and are developing confidence and skills with a range of large outdoor equipment. eg pedalling, pushing, throwing/catching. They also use a range of small equipment with increasing skill eg playdough cutters, pencils, scissors. However, these activities are not always sufficiently extended and varied to provide ongoing challenge for older/more able children. Children are aware of their own needs eg toileting and hand washing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour/texture using a variety of creative media eg painting, coloured pasta, Gloop. They play imaginatively eg role play and the fantasy cube. Most craft activities are adult initiated with limited opportunities for children to create for their own purposes although staff are introducing occasional free creative craft times. Children are not engaged enthusiastically at the adult led rhyme time and there is limited exploration of instruments, music, rhythm, sound and movement.

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

- Increase staff knowledge and understanding of the Foundation Stage and develop systems to review, monitor and evaluate the quality of teaching.
- Continue to develop plans to ensure they clearly identify learning intention and link to the stepping stones.
- Develop a systematic approach to observation and assessment to clearly monitor and evaluate children's progress and utilise to effectively plan the next steps in their learning.
- Develop the use of the outdoor area to promote children's learning across all the areas of learning. Increase opportunities for children to write for a purpose and continue to develop opportunities for free creativity (craft).

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.