



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221779

DfES Number: 517052

INSPECTION DETAILS

Inspection Date 09/11/2004
Inspector Name Pamela Abram

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Humpty Dumpty Playgroup
Setting Address Water Lane
Oakington
Cambridge
Cambridgeshire
CB4 5AL

REGISTERED PROVIDER DETAILS

Name The Committee of Humpty Dumpty Playgroup 1030857

ORGANISATION DETAILS

Name Humpty Dumpty Playgroup
Address Water Lane
Oakington
Cambridge
Cambridgeshire
CB4 5AL

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 is managed by a voluntary committee.

It opened in 1972 and operates from a single storey building situated in the grounds of a village primary school near Cambridge. There is an enclosed outdoor play area and children have supervised access the school playing field sometimes.

A maximum of 20 children may attend at any one time. The playgroup is open each weekday from 09:00 to 12:00 during term-times. Children have an option to stay until 13:00 if they bring a packed lunch.

There are 11 children from 2 to under 5 years old on roll. Of these 9 receive funding for nursery education. Children attend from the local catchment area.

The setting currently supports children with special educational needs, and also supports children who speak English as an additional language.

The setting employs 6 staff and an administrator/relief worker. Less than 50% of staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Humpty Dumpty Playgroup offers satisfactory quality of care for children.

Staff work hard each day to create a bright, comfortable setting so children feel welcome and settled. Most risks to children's health and safety are minimised. Some staff have relevant qualifications and have attended first aid training, but need to increase their knowledge of child protection in order to apply the policy effectively to promote children's welfare. There are good systems to monitor access to the premises to keep children secure. Documentation mostly supports the management of the group and records help staff to meet children's individual needs, with some aspects needing review. Children are encouraged to develop healthy eating habits at refreshment time and their access to drinking water throughout the session enables

them to gain some independence in meeting their own personal needs.

Staff plan a programme of activities for children to enjoy and resources in use are of good quality. Space is used well to offer children a stimulating environment in which they can play and learn, utilising an appropriate range of furniture, equipment and resources. Children are encouraged to become independent in some aspects of personal care, but they do not always extend their ability to make choices and select items for their own use. Rules are applied consistently, staff encourage children to behave well, to have respect for others and to develop a sense of well-being and self-esteem.

Supportive partnerships fostered between staff and parents enhance children's sense of belonging and offers them security. There are measures in place to exchange information and give parents feedback about the care being offered, with some aspects to be reviewed. Parents express their satisfaction with the setting and some become actively involved in helping at sessions. Liaison with the local primary school enables children to feel confident about their transition into school.

What has improved since the last inspection?

At the last inspection the group agreed to keep all potentially hazardous items out of children's reach. They have taken appropriate steps to ensure that children are safe and potentially hazardous items are inaccessible.

They also agreed to strengthen policies and procedures in relation to the administration of medication and first aid, including recording systems and the procedure to be followed should a child be lost child or uncollected from the group. Measures put in place now ensure that these aspects of children's care and well-being are documented and staff can comply with parents wishes. Parental signatures are sought for any medication records to confirm that they have been informed of actions taken by staff.

The provision of fresh drinking water, located within easy access of children, enables them to meet their own personal needs and have a drink when they require one.

The child protection policy now complies with Area Child Protection Committee procedures. These measures acknowledge the priority given ensure that the welfare, safety and protection of child

The setting also agreed to develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare, how the person in charge will have a level 3 qualification and to ensure that the vetting process is effectively applied.

Measures were put in place to achieve this, but further staff changes mean that this matter has not been resolved yet, but the matter is receiving attention to ensure that all those who work with children are suitably trained and vetted to do so.

A further area for attention related to registration procedures. At the time of the last inspection the daily registration system did not include actual times of attendance.

The procedure has been improved to include times of arrival and departure ensuring that in the event of an emergency situation the exact number of people in the building would be known.

What is being done well?

- Staff prepare the setting so that it offers a warm and welcoming environment for children, with eye-catching posters and displays to support their themes and topics. They offer a stimulating range of activities and resources to promote children's learning and development.
- The activities provided are fun and stimulating so children are interested and involved in their play and staff show interest in what children do and say which makes them feel valued and boosts their confidence. Children get to know the routines of the setting which gives them a sense of security.
- Staff know children well, they treat them with warmth and concern and strive to meet their individual needs. Good behaviour is encouraged and valued. Children learn to negotiate and take responsibility for meeting some of their needs and by helping to tidy up and prepare the tables for snack time. They are offered healthy, nutritious snacks and have access fresh drinking water whilst at pre-school to enhance their physical health and well-being.
- Children benefit from close liaison which has been established with the feeder primary school, they become familiar with the layout by using the main hall for P.E. sessions. This enhances their confidence about the transition to school.
- Access to the building is monitored to ensure children are secure. This also reassures parents that their child cannot leave the building unless supervised by an appropriate adult.

What needs to be improved?

- some aspects of documentation
- the written child protection policy and parental awareness of it
- children's independence in selecting resources for their own use
- minor aspects of safety
- staff qualifications and familiarity with policies/procedures
- resources and visual images to promote equality of opportunity

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

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
13	Outline how you intend to develop staff's knowledge/understanding of child protection issues and review the written child protection policy to make it clearer to staff and parents how the policy will be put into practice if staff suspect that a child is at risk, even in the absence of the designated member of staff.	20/12/2004

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

Std	Recommendation
2	develop and implement an action plan that sets out how the person in charge at each session and those who deputise will achieve a level 3 qualification, how at least half of all childcare staff will hold a level 2 qualification in childcare and to ensure that procedures in place for the induction of staff include awareness of all policies and procedures, including child protection.
6	conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks in relation to unguarded heaters, condition of outdoor playhouse and the procedures for outings
9	extend the range of resources and visual images available that reflect diversity and help children know more about other cultures and lifestyles, as well as their own
14	Review documentation and record keeping, particularly in relation to the child protection procedure, lost child policy, consent for outings and existing injuries records to ensure that they accurately reflect the National Standards and supporting guidance and are shared with parents to keep them well informed about their children's care and education.

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 Playgroup is good. It enables children to make very good progress in their personal, social and emotional development and in communication, language and literacy, with generally good progress in all other areas.

Teaching is generally good. Staff develop positive relationships with children and get to know them well. They set clear boundaries for behaviour to which children respond and behave appropriately, learning to share, take turns and cooperate with each other. Staff encourage children to be independent in personal tasks, but this is not extended to encourage greater freedom of expression in creative activities. Some staff use knowledge of the Foundation Stage to plan a varied curriculum. Planning does not yet show how children will have sufficient access to a balanced curriculum, or how it is adapted to meet individual needs. Assessment is not always used effectively to inform the next steps of learning for individual children's learning.

Leadership and management is generally good. Staff meet to discuss their work and some attend training to support the setting and their own professional development. The current management committee supports the work done by staff and has an appraisal system in place. The strategies to assess the care and education being offered are not yet effective enough to identify and address the lack of consistency within the shared leadership role, which has an impact on the clarity of roles and responsibilities amongst staff.

Partnership with parents is generally good and relationships between staff and parents are positive. Parents express satisfaction with the setting and receive information about what their children do at the setting. Parental help is valued and a book lending scheme enables parents to support children's progress. Information given by parents about their children's progress and achievements at home is not fully used by staff to inform planning.

What is being done well?

- Children are happy and settled and form good relationships with each other and with the adults in the setting which helps them to feel secure. They behave well and their self-esteem is fostered appropriately. Staff offer praise and encouragement and support children as they become able to share, take turns and gain an understanding of right and wrong.
- Children respond to planned activities with enthusiasm, they are keen to participate and respond to new experiences with high levels curiosity. They show motivation to learn and persevere with tasks to achieve their desired outcome. They are given encouragement and support from staff which boosts their confidence and builds their self-esteem.

- Children have a good grasp of language, which they use effectively to express themselves confidently when talking about themselves, their families and familiar events in their lives.
- Staff ensure that the curriculum offers children regular opportunities to engage in outdoor activities to widen their experiences.

What needs to be improved?

- planning and assessment
- leadership and management strategies to assess the strengths and weaknesses of the setting
- partnership with parents

What has improved since the last inspection?

The setting has made very good progress in response to the matters identified in the last report. This related to the programme for knowledge and understanding of the world which they were urged to extend in order to develop children's opportunities to use ICT and programmable toys to support their learning on a regular basis.

To achieve this a range of resources have been obtained, including a computer, calculators, torches and the use of a programmable toy called Pixie which gives children an insight into how things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers happily and approach adults in the group confidently. They learn to share, take turns and consider the needs of others. Children gain independence in their personal care. They are able to take responsibility, e.g. as the special helper at snack time. They concentrate and show enjoyment in activities. Families are valued and children gain a sense of belonging by singing a thank you song at snack time and a farewell song at the end of each session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop their speaking and listening skills and engage in lively conversations with adults and each other, e.g. they talk about fireworks and a new baby. They enjoy singing and listen intently to stories. They see that print carries meaning on labels around the room and on resources. Children have opportunities to hear different sounds, to develop writing skills and practise letter formation. Staff listen to children and use questioning well to extend their vocabulary and learning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to language related to size, quantity, position and develop awareness of shape and pattern using puzzles and games. They use numbers in everyday situations, e.g. at registration they count the number of children present. They begin to solve simple problems by calculating that there are more cups on the tray at snack time than will be needed. They do not, however, see numbers displayed or use them to record information in simple charts or graphs for example.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children gain a sense of time and place through themes and activities which focus on their families and local environment. They observe the weather and seasonal changes taking place and enjoy talking about significant events. Differing cultures and lifestyles are sometimes explored through people they know, e.g. seeing children's home languages used in the room. Children use IT, including a computer confidently. They show great curiosity about the lights used in the light and dark topic.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently, showing increasing awareness of space, coordination and dexterity. Some children have opportunities to use equipment to climb and balance with skill and imagination in the school hall P.E. session. They handle tools and equipment, e.g. paint brushes, glue spreaders, scissors and the computer mouse with control. Children develop awareness of good hygiene through handwashing, but opportunities to further promote health and bodily awareness are not always taken.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children respond to sensory experiences, e.g. noting that the candle on display is hard and that the biscuits taste of cheese at snack time. They enjoy pre-planned activities to explore colour and texture and respond with enthusiasm to the music used in the P.E. activity. There are less opportunities for all children to build and experiment with resources, or to express and communicate their own thoughts, ideas and feelings in spontaneous, freely chosen musical or creative activities.

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

- Continue to develop staff knowledge and understanding of Foundation Stage to support the development of planning to show more clearly the role of staff, use of teaching methods, grouping of children, how the learning in everyday routines is used and how activities are adapted to offer sufficient challenge and support to meet the differing needs and stages of development for individual children to help them make progress across all areas. Incorporate assessments more effectively into this process to identify how individual children will make progression to the next steps of learning and build on what they already know.
- Further develop the partnership with parents so that they have opportunities to contribute more fully to their children's learning, have opportunities to share what they know about their child's progress and receive meaningful information about the Foundation Stage.
- Devise strategies to enable staff and committee members to evaluate the strengths and weaknesses of the setting, to clarify staff roles and responsibilities and assess how effectively the Foundation Stage curriculum is being delivered.

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.