



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206836

DfES Number: 517743

INSPECTION DETAILS

Inspection Date 08/10/2003
Inspector Name Karen Turton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Humpty Dumpty Play Centre
Setting Address Parish Rooms
Vicarage Lane
Little Eaton
Derbyshire
DE21 5EA

REGISTERED PROVIDER DETAILS

Name The Committee of Humpty Dumpty Play Centre

ORGANISATION DETAILS

Name Humpty Dumpty Play Centre
Address Parish Rooms
Vicarage Lane, Little Eaton
Derby
Derbyshire
DE21 5EA

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 was opened in 1980 and has been operating as the Humpty Dumpty Playgroup since 1993. It operates from the Parish Rooms in Little Eaton. The playgroup serves the local community.

There are currently 34 children aged from two and a half to five years on the roll. This includes 18 funded three-year-olds and seven funded four-year-olds. Children attend for a variety of sessions. There are procedures in place to support children with special educational needs.

The group opens five days a week during school term time. Sessions are from 09:15 to 12:00 and 13:00 to 15:30.

Five part-time staff work with the children. A member of staff holds a National Vocational Qualification training course in Childcare and Education at level three and three other staff are working towards this. The setting receives support from the development worker from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Humpty Dumpty Playgroup provides satisfactory care for children. Children eagerly arrive at the playgroup and happily separate from their carers to participate in a varied range of play materials during the free play session. Children have formed close relationships with the staff and their peers. Children confidently engage in conversation and enjoy sharing information about their experiences. Free-play activities are attractively presented and stimulating.

Children tend to experience story sessions and other group activities as a whole group. As the children's stage of development is varied this makes it difficult for the staff to maintain some of the younger children's interest and involvement in the activities. Children's behaviour during free-play is good. They are interested and staff re-enforce good behaviour with praise and encouragement.

The playgroup is bright and welcoming to children and parents, the equipment and resources are clean and well-maintained. Staff carry out ongoing risk assessments of the premises and equipment to promote a safe environment.

Policies and procedures are made accessible for parents to read. The staff individually greet parents and are available should parents wish to share information at the beginning and end of each session. Parents make positive comments about the playgroup, identifying that the staff are friendly and caring and their children are happy and settled within the playgroup environment.

What has improved since the last inspection?

n/a

What is being done well?

- Children are settled in the playgroup, they are confident and eager to participate in the free play activities.
- Children have formed close relationships with both the staff and their peer group, they enthusiastically arrive at the playgroup and happily separate from their carers.
- Staff have developed positive relationships with parents, they freely exchange information, parents commented that staff are caring and friendly.
- Effective policies and procedures are in place to promote a safe environment which is welcoming to both children and parents.

What needs to be improved?

- the behaviour management strategies used by staff in order to ensure children are given clear explanations of why certain behaviour is unacceptable
- opportunities for children to develop their own ideas by selecting some of their own resources
- the group sessions to ensure younger children can understand and participate in the group activity.

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

Std	Recommendation
3	Increase opportunities for children to select their own resources.
3	Monitor the large group activities, to ensure younger children are able to fully participate.
11	Develop behaviour management strategies, ensuring children have a clear understanding of why some behaviour is unacceptable.

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

How effective is the nursery education?

Humpty Dumpty Playgroup is providing generally good pre-school education. Children are making generally good progress in most areas of learning however, there are significant areas for improvement in physical development.

Teaching is generally good. Staff have good relationships with the children and during the free play activities are well-focussed on extending the children's learning. However during the latter part of the session staff become involved in domestic duties and direct adult input is adversely effected. Planning is in place which relates to the early learning goals and includes learning objectives. However, the curriculum is not well-balanced to give equal importance to all the early learning goals and children's individual needs are not being planned for. Child assessment records are well-established and reviewed regularly by parents and staff. Staff have clear expectations relating to behaviour management but their practice is not always supportive, with few explanations being given to the children as to why behaviour is unacceptable.

Leadership and management is generally good. There is clear leadership from the supervisor and regular staff meetings ensure information is shared and discussed. Staff are encouraged to attend training courses for their professional development and the setting takes advice from the Early Years Development and Childcare Partnership. Evaluation of activities is in place, however it is too general to assist the staff in monitoring the effectiveness of the planning or ensure that children have gained a secure understanding of the learning objectives.

Working in partnership with parents and carers is generally good. The staff discuss the child's care and welfare on a daily basis and parents are happy to approach the staff. Information on the topics and early learning goals to be covered is regularly given to the parents and they are able to access the session plans, although this are not prominently displayed.

What is being done well?

- Children are interested and eager to learn during the free play part of the session. They play co-operatively together for extended periods at activities that they have selected.
- Children have formed good relationships with their peers and the staff team. They are confident to initiate conversation and use language for a range of purposes, such as gaining information and engaging in imaginary play.
- Children use mathematical language in everyday situations and are beginning to recognise numerals up to 10.
- The strong links fostered between parents, the local community and the setting.

- Staff provide opportunities for the children to develop an understanding of how their bodies work and through routine activities help children recognise the importance of caring for their bodies.

What needs to be improved?

- children's opportunities for planned physical energetic play and use of simple technological equipment
- children's opportunities to be creative in 2 and 3D work, by selecting their own resources
- behaviour management so that children are supported to develop an understanding between right and wrong and to consider the impact of their actions on others
- the use of the child assessment records and the effective evaluation of activities, to directly influence the planning of group activities so that children's individual needs are met and more able children are challenged.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. Additional resources for maths and looking at man-made objects have increased the children's opportunities for development and the staffs awareness in the planning and delivery of the learning objectives now increases children's development of mathematical language. Child attainment records have been reviewed and now contain well-balanced information on all six early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have developing secure relationships with the staff. They confidently express their ideas and interact well with them and their peer group. They are developing some independence skills and generally enjoy the activities provided. Children's concentration is limited when activities fail to engage them and the 4 year-olds have few opportunities to extend the activities by selecting their own resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and communicate their needs well. They are able to listen and respond to others contributions. Children have some opportunities to develop their emerging writing skills and some 4 year-olds are confident at writing familiar letters and can sound out the letters used. However, more able children have insufficient challenges to develop their skills further. Children have access to books, they understand that print carries meaning and some are skilful at retelling stories.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their understanding of mathematical concepts and language. Some are using addition and subtraction to help them problem solve. They are developing confidence in counting up to 10, and focus weekly on a new number. Children are learning about shapes and their properties through practical activities. However, more able/older children are very confident with the 2D shapes provided and need further challenges.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about past and present events important to themselves. They have a good understanding of their own families and local environment, with beneficial opportunities to become involved in local occasions. Children have insufficient scope to select their own resources or techniques for designing and have few opportunities to use simple technological equipment. They are learning about different cultures and beliefs through specific activities relating to festivals.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have a good understanding about being healthy, which they have gained through topic work and daily routines. However, children have insufficient access to a range of physical and energetic activities. Physical play is not consistently included in the session plans. They show a good awareness of space and can move around safely. Children have regular access to manuable materials such as play dough, but have few opportunities to select and use a wide range of tools.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have good access to craft activities but frequently these have adult pre-determined finished expectations, which limits the children's creativity when exploring media. Children are developing a good repertoire of songs and have opportunities to make and listen to a range of music. Children are able to play cooperatively and enjoy using their imagination to develop their games in free play 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

- increase the children's opportunities to access a full range of physical activities and extend their use of simple technological equipment
- evaluate children's craft activities so that they can be individually imaginative and creative
- review the setting's behaviour management procedures so that children are supported in developing their understanding of right and wrong
- evaluate the use of child assessment records and activity evaluation so that they link clearly to planning group activities and meeting children's individual needs and abilities.

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.