

Humpty Dumpty Playgroup

Inspection report for early years provision

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Inspector Lynn A Hartigan

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Humpty Dumpty Playgroup has been registered since 1987. It is privately owned and operates from a large room within the Kesgrave Community Centre, in Kesgrave, Suffolk. There is an enclosed outdoor area available for outdoor play.

Humpty Dumpty Playgroup is registered to care for 18 children at any one time, aged from two years until five years. The provision is registered on the Early Years register.

The playgroup is open Monday, Tuesday, Wednesday and Friday, during school term-time. Opening times are from 9am until 12noon and 12.30pm until 3.30pm. There are currently 48 children on register aged from two years six months to five years. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The playgroup employ five members of staff, including the manager, of whom all have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare requirements are met to a good standard, they receive good levels of care and attention whilst having fun and make good progress. Staff are vigilant within the playgroup to ensure children are and feel safe. Safeguarding arrangements are good and staff have a sound understanding on how to protect children. They happily participate in a range of activities and have opportunity to initiate their own play indoors. Planning, however within the outdoor environment is less purposeful to enable children to explore and initiate their own play and learning. Planning of activities includes opportunities for children to develop their understanding of diversity. An effective and systematic approach to self-evaluation continues to be developed. However staff do promote good partnership working with parents which assists in monitoring the provision to improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation and planning of the indoor and outdoor learning environment to provide children with opportunities to initiate their own play and follow their own interests
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Good procedures are in place for recruitment, induction and appraisals ensuring all adults working at the playgroup are suitable to do so. A safeguarding policy is clearly understood by all staff members and ensures children's well-being is not compromised. Safeguarding training is completed whenever possible to ensure staff are up-to-date with current practices and legislation. The premises are secure and all visitors have to report to reception within the community centre and wait for entry into the playgroup, a visitors book is also used to ensure an accurate record of visitors are logged.

High staff ratios ensure children receive good care and attention. The playroom is welcoming to children and their families. Children can initiate their own learning as they can easily access a selection of quality toys and resources. Staff have developed a system to assist children in selecting toys that are not as easily accessible. For example, photographs and visual prompts bound in books of the toys and equipment. This assists the children in self-selection and staff provide the resources as requested.

The manager and her staff are committed to provide a good standard of care and education and have plans for the future of the setting which include the development of the outdoor play space. However a formal system for self-evaluation that includes all staff, children and parents to rigorously review the setting is not yet established. However staff consistently work hard to ensure communication systems for parents and carers are accessible. Strong partnerships with parents and carers have developed and the provision effectively offers parents the opportunity to influence some decision making.

Questionnaires for parents are offered regularly to seek their views of the service provided. Policies are available and a prospectus for new parents. Parents and carers are welcomed into the playgroup and chat informally with the staff with regard to their children's individual needs. A parent's rota is supported well and a parent helper attends all sessions. As a result parents and carers comment positively about the care and education their children receive.

Effective working relationships are being developed with other settings that deliver the Early Years Foundation Stage. Some links are in place with the local primary schools to ensure transition to full-time school is a positive experience for children. The outcomes for children with special educational needs is good, as staff show a commitment to identifying any child's needs who may require additional support.

Good communication with the parents and interagency teams ensure children are effectively supported and reach their potential.

The quality and standards of the early years provision and outcomes for children

Children are able to play in a clean, bright welcoming playroom that has access to a secure outdoor play area. Staff have a sound understanding of how children learn and as a result children make good progress in their learning and development. Secure arrangements with regard to observations and assessments ensure the children's next steps in learning are clearly identified and inform the planning process. Equal attention is given to all six areas of learning and children are encouraged to initiate their own play. However this is limited within the outdoor playspace.

Children enjoy using different materials such as glitter and paints to write their names. Early attempts at mark making are encouraged outdoors and children have fun using the chinks, brushes and water. Letters and number lines are displayed within the playroom and children are able to recognise letters in their names. Young children count proficiently. For example, counting how many children are present before walking to the sports centre. They are able to complete simple subtraction.

Children have many opportunities to express their creativity and imagination. For example, they enjoy using the instruments to make music. They dress up and enjoy eating their snacks in their princess and builders outfits. They are beginning to understand different cultures and enjoy playing in the Chinese restaurant ordering food and using chopsticks. Physical exercise and development is promoted as they have the opportunity to use the sports hall regularly. They learn to be independent taking their shoes and socks off in preparation for climbing and balancing using the stilts and beams. Children skilfully balance bean bags on the head whilst they run and work together when using the parachute. They play outdoors daily and have the opportunity to visit the local park. They collect leaves and bug hunt. They are beginning to understand the importance of taking care of their own environment. For example, they learn about re-cycling. They make bird feeders and feed the birds in the winter.

Children's health and welfare is promoted well. Individual dietary needs and allergies are catered for within the provision of healthy snacks and good strategies in place ensure these are met. Children enjoy cheese, apples and raisins for snack and sit in small groups as this is regarded as a social time where children relax and engage in conversation. They are becoming independent as they select their placemats and are encouraged to wash up their cup and bowl.

Children are beginning to understand the importance of staying safe and this is supported by arranged visits to the playgroup from the local community police officer. They listen carefully to the 'staying safe' story. They learn about road safety when out walking in the local area. Staff are good role models and speak to

the children with respect and kind positive language, as a result children's behaviour is very good. Children appear very caring. For example, they help each other find their coats. Children's confidence and self-esteem is developed through the playgroups consistent approach to behaviour management.

Children are able to learn about the wider world as they celebrate different cultures and traditional days. These are incorporated within the planning. Support for children with an additional language is good. For example, the introduction of Makaton enables any child with limited language, to communicate. Visual prompts are available throughout the setting and staff work closely with the parents and carers. The playgroup has some good toys and resources that represent diversity which enables children to have an understanding and embrace differences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met