

Humpty Dumpty Play-School

Inspection report for early years provision

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Inspector

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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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Description of the setting

Humpty Dumpty Play-School opened in 1974. It is situated on a military site on the edge of the army base in Andover. The setting occupies three buildings and there is a large enclosed outdoor play area. The setting serves a wide catchment area.

The setting opens five days a week, term-time only. Sessions operate between 8.30am and 4pm. Children may attend for a variety of shorter sessions. The setting is registered to care for a maximum of 32 children aged from two years to the end of the early years age range at any one time, although it is their policy to accept children from two years and nine months old. There are currently 64 children on roll. The setting is in receipt of funding for the provision of free early education for three and four-year-olds. The setting currently supports children with special educational needs and/or disabilities.

The setting employs 11 members of staff to work with the children. Of these, 9 hold a suitable childcare qualification and 2 are currently working towards a recognised early years qualification. The setting is registered on the Early Years Register. The setting is accredited by the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the group. They experience a wide range of activities and play opportunities, which encourage them to make good progress within their learning and development. Effective strategies are in place to ensure all children are welcomed and included within the group. Exceptional systems support children with special educational needs and/or disabilities. Partnership with parents and external agencies are a particular strength of the group and enable staff to successfully meet children's individual needs. The premises are safe and secure, with most aspects of safeguarding in place. The group have taken positive steps to address the issues raised at the last inspection and have good strategies to promote continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement an effective safeguarding policy and procedure which includes all aspects of the procedure to be followed in the event of an allegation being made against a member of staff and reinforces the recording of existing injuries that children arrive with (Safeguarding and promoting children's welfare).

04/03/2011

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

- further develop the planning system to ensure all staff and students are fully informed of the learning intentions for activities and promote consistency in the techniques used by staff to extend children's learning through discussion.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure staff are suitable to work with children. A thorough staff induction procedure ensures all are aware of their role and responsibilities. Staff are aware of the action to take if a child's welfare causes concern, such as referring their concerns through the management chain. However, they do not consistently record all existing injuries that children arrive with in order to fully support their monitoring of children's welfare. The manager has a good understanding of the referral procedure. A written safeguarding policy is in place, but this does not clearly identify all aspects of the procedure to be followed in the event of an allegation being made against a member of staff, such as the requirement to notify Ofsted within 14 days. As a result, the policy is unable to fully guide and support staff relating to the action they must make. This is a breach of a specific legal requirement. Extensive systems are in place to risk assess the premises and good measures are in place to reduce the level of risk to children. For example, children are escorted from one building to another and stair gates prevent children from accessing the kitchen area.

Effective procedures promote children's good health. Staff respect children's dietary needs and provide foods accordingly. Staff are all trained in first aid, ensuring they are able to administer appropriate medical care following accidents. Staff maintain clear and detailed records of accidents and medication administered to children, which are shared with parents, informing them of events and the level of care their children receive.

Excellent partnerships with parents are in place. Parents have access to a vast level of information in the form of notices, letters and a detailed prospectus. Parents play an active role within children's learning and development. They are able to review children's learning journeys on a regular basis and staff welcome contributions from parents and share suggestions as to how they may support children's learning at home. Parents talk highly of the setting and the level of care their children receive and comment that they are able to see the progress their children are making within their development.

The extent to which the setting liaises with external agencies to ensure a child receives the support they need is excellent. Strong links are in place with external agencies, such as speech and language therapists and educational psychologists, which support children within the group. Small group sessions are held with the group's knowledgeable special educational needs coordinator, to target children's development and progress. Excellent strategies are in place to liaise with local

schools in order to aid children's smooth transition. Furthermore, staff promote strong links with other providers that children attend, such as childminders. They share information and work in partnership in supporting the child within their learning journey.

The manager efficiently and effectively uses and manages its available resources to meet the needs of children. Staff deploy themselves well throughout the premises to support children, activities are very well resourced, space is used effectively and children benefit from an excellent outdoor learning environment. Good strategies are in place to evaluate provision and to embed good practice. Staff make good use of training opportunities to drive improvement. All staff play an active role in the evaluation of provision and actively feed into the planning system. The group receive regular input from a development officer and an advisory teacher to guide their practice.

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

Children enter the setting with ease and quickly settle into their play. They experience a good range of activities and play opportunities, which promote their development well. Children are keen participants and clearly have fun. The provision of activities takes into consideration children's interests and their individual stages of development. The planning of activities covers all six areas of learning. However, the system does not actively identify the learning intentions of activities in order to fully support staff within their delivery. Staff support children's learning well, although not all maximise spontaneous opportunities to promote children's full potential through discussion and skilled questioning techniques. Comprehensive systems are in place to record and monitor children's development.

Children are able to follow their own interests. They independently access resources and are able to move from one area of the setting to another. Children engage well and are busy. They benefit from daily opportunities to play outdoors, whereby they are able to develop their coordination skills and participate in regular exercise. The outdoor area is particularly well resourced, offering children innovative opportunities to develop their imaginations. For example, they have access to a music trail, a water feature and a hard standing area whereby they can play with a various range of resources. Children come together well within their play. They particularly enjoy role play with a petrol pump, where they patiently queue up and wait to be filled up with diesel or petrol. They cooperate and take turns. For example, when playing in the water tray they enjoy taking turns with a syringe, experimenting with how to fill a wide range of resources with water. Any issues with behaviour are promptly addressed by staff, who encourage children to resolve their own conflicts.

Children are gaining good skills in using a range of computer programmes and display confident skills in using a mouse to complete their tasks. They are able to develop their mark making skills. For example, they use their emergent writing skills to name their drawings and enjoy mark making in chalk within the

playground. They are developing an interest in books and sit particularly well during story time, listening and making contributions as the story progresses. Children are able to participate in a weekly music and music session, which is provided by an independent company.

Children are developing an understanding of how to keep themselves and others safe. Staff gently remind children to handle equipment safely and they practice the fire evacuation drill on a regular basis. They are developing a good understanding of hygiene procedures, such as washing their hands before eating, which reduces the spread of germs. They enjoy a healthy range of snacks, which encourage them to eat a healthy diet. Meal and snack times are social events where children come together to eat. They are gaining independence. For example, they help staff in the preparation for snack time and pour their own drinks.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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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