

Humpty Dumpty Playgroup

Parish Rooms, Church Road, Codsall, Nr Wolverhampton, Staffordshire, WV8 1EH

Inspection date

07/04/2014

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Management do not have a secure understanding of the requirements of the Early Years Foundation Stage. In particular, accident and incident procedures are not followed effectively, staff to child ratios are not maintained and children do not have access to daily outdoor play or to fresh drinking water.
- Children are not fully safeguarded as risk assessment is ineffective; staff have not identified and minimised all potential hazards to children in the outdoor area.
- Assessment and observation are not carried out or monitored consistently by staff, as a result children's next steps are not being accurately identified and targeted to effectively close any gaps in their learning and development.
- The quality of teaching is poor. Children are not always engaged in their learning because some activities and routines are not well planned by staff to provide children with challenge and interest.
- Staff do not always follow effective procedures for managing and dealing with challenging behaviour. As a result, children do not always learn to behave in ways that are safe for others.

It has the following strengths

- Parents are welcomed into the playgroup and are encouraged to share information about their children's starting points on entry.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed snack time and daily routines. She observed play and learning activities and spoke to staff and children in the indoor environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's files and spoke to the key person.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

Humpty Dumpty Playgroup opened in 1962 and is managed by a voluntary committee. It operates from the parish rooms in Codsall, Staffordshire. The playgroup serves the immediate locality and also the surrounding areas. The playgroup opens Monday to Friday from 9am to 12 noon, during term time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 42 children on roll in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are currently six staff working directly with the children, five of whom have an appropriate early years qualification to level 3. The playgroup receives support from the local authority and is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff to child ratios are adhered to at all times so that children are adequately supervised
- ensure staff follow written procedures for dealing with and reporting accidents and incidents to parents, especially those that relate to sustained injuries that are not visible, such as bangs to the head
- ensure children have access to fresh drinking water so that they are adequately hydrated throughout the session
- ensure children have daily opportunities for outdoor play, so that they benefit from fresh air and physical exercise
- ensure that the outdoor environment and equipment are safe and suitable for children to use, this particularly refers to the wire fencing, broken wooden panels and the storage of broken toys and equipment
- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked and how the risk will be removed or minimised to ensure children's safety
- improve the quality of teaching and learning by ensuring that training is focused on raising staff's knowledge of how to promote the characteristics of effective learning
- improve the effectiveness of observation and assessment by developing staff knowledge of how to use observations of what children can already do, in order to identify and target the next steps in their learning so children make good progress in every area and by sharing information with parents about children's ongoing progress
- ensure there is an effective system for managing unwanted behaviour, to ensure children are kept safe and know what is expected of them
- improve educational programmes so that there is depth and breadth across all seven areas of learning, ensuring that children are challenged and interested in the activities provided, reviewing group sizes to ensure that children are offered activities that are age appropriate and planning activities effectively so that there are adequate resources for all children.

To further improve the quality of the early years provision the provider should:

- improve snack time; to ensure that routines encourage children to develop their independence and social skills and to provide children with more healthy and nutritious food choices.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

The playgroup mainly operates from one large room, in which staff plan some basic activities covering some of the areas of learning. Due to the large number of children in the room, it is very noisy, this hinders children's learning as they cannot concentrate or settle to an activity. The quality of teaching is poor and as a result, some children do not make sufficient progress in their learning and development. Adult-led activities do not always take account of individual children's interests and staff do not monitor children's participation or provide a suitable range of resources to enable all to take part. As a result, children are not always engaged or challenged by the activities provided. In addition, group activities are not well planned, so staff are not able to make the most of teaching and learning opportunities. For example, during a cooking activity there are too many children around the table and as a result, some children become bored and disengaged and lack enthusiasm for learning. Staff interaction is variable and this results in some children only observing other children's play as opposed to joining in. Staff fail to notice this or use appropriate teaching methods to communicate effectively with children to engage and extend their play.

Observation and assessment are not consistent in quality and are not accurate enough to build on children's progress. Staff complete the statutory progress check at age two and share this information with parents, but do not carry out any other ongoing assessment for children in other age groups. As a result, staff do not consistently identify children's next steps or plan for activities which target any gaps in children's learning. Consequently, children are not always gaining the skills to prepare them for their next stage of learning, such as moving on to school. Children's transitions from home into the playgroup are adequately supported as staff gather information from parents about their children's individual interests. However, there is little evidence to demonstrate how this is used to support children's progression.

Daily routines do not fully support children's learning and development, particularly their communication and language development. For example, staff do not exploit opportunities in daily routines to enable children to sing nursery rhymes or favourite action songs. The environment is very busy and it is difficult for children to communicate with each other and adults in the playgroup. For example, a child trying to speak to an adult could not be heard due to the noise levels in the room. Counting activities are mundane and lack challenge and opportunities for children to develop physical skills, such as the use of

scissors, are marred by the lack of resources available.

The contribution of the early years provision to the well-being of children

Children's physical well-being and health are not effectively promoted in the playgroup. Children are offered regular snacks, but these consist of toast, biscuits, chocolate milk and orange squash. This does not fully promote children's health and nutritional requirements or encourage children to make healthy choices for themselves. There are inconsistencies in how children are offered snacks. Toast is given out to children early in the session; some children sit on the floor for this snack but others walk around eating the toast while they are playing. Staff make some attempt to bring the children back to the group, but this is mainly ineffective. This is because the environment is chaotic and as a result, it is difficult to manage what children are doing and help them to prepare for the routines of school. A more formal snack is offered to children later in the session. This routine is more structured as children are encouraged to wash their hands and count on a number line before sitting down to wait for snack. Staff do not, however, organise the snack time well. They do not take the opportunity to teach children the reasons why they are washing their hands and they leave children sitting at the table unoccupied until all children have completed the routine. Children's independence is not fully promoted, as some children are not encouraged to pour their own drinks at snack time. Staff have made an attempt to provide children with fresh drinking water by placing a cups and a water flask on the serving hatch counter. However, this is unsuccessful, children cannot access the water easily as it is out of their reach and therefore they are not able to access drinks to meet their own needs. Staff occasionally take children to the local shops and nearby church and know that children enjoy being outdoors in the playgroup's garden. Staff provide children with some opportunities to access the outdoor area, but it is not safe or suitable for outdoor play. This means that children do not have regular opportunity to access fresh air and engage in physical exercise outdoors to learn about the benefits of a healthy lifestyle.

Staff work hard to develop secure relationships with children and offer re-assurance when they are unsettled. Staff know children well and this enables them to generally support their emotional well-being and ease their transition into the playgroup. Parents praise staff for being 'caring' and 'understanding'. The playgroup operates a key person system and parents are informed of their child's key person so they know who to speak to if they have any concerns. However, this system is not fully effective as children are not able to spend quality time with their key person or other children in their group to promote consistency and a sense of belonging.

The organisation of space, groups and routines do not fully promote children's well-being. This sometimes results in children displaying unwanted behaviour, which occasionally puts other children at risk. For instance, children engage in activities of their choice for most of the session, but as some children become bored they begin to disrupt other children's play. For example, children run around the room and jump over obstacles, such as a pile of dressing up clothes laid out on the floor. Children do not learn how to identify risks and prepare for their future independence. Staff find it difficult to manage the behaviour of some children and do not follow the playgroup's policy for behavioural management or

help children to understand what is expected of them in order to keep themselves safe. Staff do not always record accurate descriptions of accidents or incidents or inform parents of this. For example, no details were recorded of an incident, which resulted in a child being hit on the head with a wooden toy. Staff failed to inform either parents of this incident. This poor practice is not consistent with the playgroup's policy and does not ensure that parents are made aware of incidents that should be brought to their attention to ensure continued children's well-being.

The effectiveness of the leadership and management of the early years provision

There is too little understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, the manager does not effectively monitor staffing ratios to check they are consistently met and ensure that children are adequately supervised at all times. In addition, children do not have access to daily outdoor play or have access to fresh drinking water. These all relate to previous recommendations from the last inspection and have not fully been addressed. This demonstrates a lack of commitment by management to improve the provision. In addition, accident and incident procedures are not followed effectively. Consequently, leadership and management of the playgroup is inadequate as children are not fully safeguarded and their welfare needs are not completely met. Appropriate recruitment and vetting procedures are in place to ensure staff are safe and suitable to work with children. Visitor identification is obtained and staff are aware of the signs and symptoms of child abuse and who to contact if they have a concern in order to protect children's welfare. There are risk assessment procedures in place, but these are not fully effective in keeping children safe. For example, children are provided with opportunities to play outside even though broken fencing in the outdoor area is dangerous to children and there are broken toys and equipment stored outside. As a result, the outdoor area is not safe and suitable for children.

Monitoring of educational programmes and children's progress is weak, as a result gaps in children's learning are not effectively targeted. Assessments of children consist solely of the progress check at age two, which is incomplete as it does not indicate where children are in relation to their age ranges in order to show where progress is less than expected. In addition, it is not completed in a timely manner for early intervention to take place if needed. Staff are appropriately qualified for their roles, however, weaknesses in teaching are not identified because leaders do not focus closely on the impact of teaching on children's learning. This is evident during child-initiated play when children wander around the room disengaged. Staff fail to engage with children and build upon their learning. This is mainly due to ineffective routines and large group sizes. As a result, not enough is being done to ensure a consistent approach is used by all staff to support children's learning and development. Performance management of staff is ineffective in identifying weaknesses in assessment and teaching, which has an impact on the quality of learning experiences offered to children.

Parents and children are welcomed into the playgroup and staff strive to form good

partnerships with parents. Some appropriate information is gathered from parents and they are pleased with the support they receive from staff in settling their children. Staff work in partnership with other professionals when the need arises to support individual children. For example, a speech and language therapist comes in once a week to work with a small group of children. However, the designated special educational needs coordinator for the playgroup does not work collaboratively with other staff to ensure that children receive further support by implementing individual education plans for staff to work on with children. This means that staff are not fully supported in providing suitable, planned activities for children to help close gaps in their development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	218165
Local authority	Staffordshire
Inspection number	871234
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	42
Name of provider	Humpty Dumpty Playgroup (Codsall) Committee
Date of previous inspection	03/11/2009
Telephone number	07837942434

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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