

Humpty Dumpty Playgroup

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

Inspection date

15/09/2014

Previous inspection date

07/04/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff use risk assessments well to minimise any identified hazards in the environment and children are able to move safely and freely indoors and outdoors. Safeguarding and child-protection arrangements are understood by all staff to ensure children's welfare.
- Staff place a clear focus on using the assigned key-person system to help settle new children and they are sensitive and warm. This promotes a sense of security and belonging for children, who are happy and enjoy their time at playgroup.
- Parents and carers are warmly welcomed and staff make the time to talk to them to share information about children's care and well-being and how they can support their children's education at home.

It is not yet good because

- The programme of activities and teaching methods to further promote children's learning in some areas of learning lacks challenge. Therefore, the older and more able children's learning is not always fully extended.
- The monitoring of individual staff practice, educational programmes and staff supervision is not consistently focused on improving the quality of teaching and learning experiences for children. Therefore, the quality of teaching is variable.
- The leadership team have not identified all areas for further development and action plans are not sufficiently focused on improving the achievement of all children.

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 activities in the playroom and outdoors.
- The inspector held a meeting with the manager, deputies and staff and carried out a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the playgroup, the provider's action plans and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and parent surveys.

Inspector

Parm Sansoyer

Full report

Information about the setting

Humpty Dumpty Playgroup was registered in 1962 on the Early Years Register. It operates from the parish rooms in Codsall in Staffordshire and is governed by a voluntary management committee. The playgroup has the use of a large hall and an enclosed outside play area. It is open Monday to Friday, from 9am to 12 noon, term time only. There are currently 18 children on roll in the early years age range. It supports children, who speak English as an additional language. The playgroup employs seven members of staff, of whom, six hold an early years qualification at level 3 and one is unqualified. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- improve teaching by ensuring activities have a clear learning intention and staff introduce new vocabulary, ideas and concepts during activities, to further extend the older and more able children's learning, particularly in communication, language and mathematics
- improve the arrangements in place for the supervision of staff and provide better coaching to all staff, including new and unqualified staff, to improve the quality of teaching.

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

- monitor the educational programmes and consistency of staff practice more closely and use more robust self-evaluation and improvement plans to help identify all areas for development to further improve the quality of teaching and learning experiences for children.

Inspection judgements

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

The educational programmes cover the seven areas of learning, which keeps children interested and occupied and helps them to acquire the basic skills required in preparation for school. Staff plan and provide a balance of adult-led and child-initiated activities and small group and whole group activities, which are enjoyed by the children. They place a clear focus on supporting children's personal, social and emotional development and therefore, they increase their confidence and independence. Staff know the children well because they make daily observations of what they do, like and enjoy. They use this

information well to plan for their interests and therefore, children enjoy their time at playgroup. However, staff do not place a strong enough focus on challenging the older and more able children by making the most of the activities available. Consequently, their learning is not fully extended and they do not make good progress from their starting points. Positive relationships with parents and carers, including those with children, who speak English as an additional language, results in a steady two-way flow of information. For example, staff make time at the end of the session to share their observations about children's education and care and discuss how parents and carers can further support them at home.

Staff ensure the routine includes opportunities for children to freely choose activities and increase their self-help skills and independence at snack time. Children's communication and language are developing. Staff provide appropriate opportunities for children to talk freely about their interests and listen to each other. For example, during group discussion time, staff encourage children to talk about their interests and what they have been doing at playgroup and home. This time is used well to encourage children to speak and listen to each other and share books and sing. However, during activities, staff interaction is variable. This is because staff do not always make the most of the activities available to place enough emphasis on increasing children's language by introducing new vocabulary, ideas and concepts. In addition, sometimes an activity does not always have a clear enough learning intention and on occasions, the focus is lost. In contrast, when the activity is adult-led and there is clear focus, children's learning is extended more successfully, although, practice remains variable depending on who is teaching the activity. Staff support the children's physical development well. Children benefit from freely accessing the outdoor environment throughout the session. For example, children enjoy climbing the physical play equipment and using the wheeled toys, balls and hoops. In addition, they explore and investigate the sand and wet pasta and make marks with chalk on the ground and at the easel.

The programme for mathematics is underdeveloped in some aspects. Staff provide appropriate opportunities for children to begin to recognise number, problem solve, count, sort and match as they build with construction toys and use puzzles and mathematical games. Staff do not always make the most of activities that children enjoy, such as sand, water and role play, to incorporate a numerical element and use mathematical language with them. Therefore, more able children have fewer practical opportunities to explore mathematical concepts and ideas, such as capacity, weight and measurement. Children's understanding of the world is developing well. Staff provide regular opportunities for children to begin to learn about their natural environment as they are encouraged to observe and talk about changes in the weather and seasons as they play outdoors and take regular walks. For example, children are encouraged to explore the natural environment, objects, materials and living things. Children have followed the life cycle of the frog and have been growing carrots, lettuce, strawberries and thyme. They learn about their local rural and village environment. For example, they regularly visit the local fields and observe the cows, horses and tractors and learn about their local community, visiting the various shops. Staff also provide opportunities for children to learn about the wider world and value their own and others' customs. For example, children learn about various traditions during the festivals of Chinese New Year, Diwali and Easter. Staff provide a varied range of opportunities for children to develop an interest in early writing

skills as they use a variety of writing materials, such as paint, pencils, crayons and chalk, to make marks. A member of staff leads on encouraging children to recognise letters and sounds. For example, listening walks and fun games, such as identifying the sound of objects in socks and the sounds children make behind a screen, are used well to encourage them to listen carefully and identify sounds around them. Staff provide daily opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, musical instruments and the role-play area. For example, children use their senses to explore resources, such as, sand, water, dough, jelly, shredded paper and wood. In addition, children explore various painting techniques using sponges, marbles, string and straws for blow painting. These experiences are enjoyed by the children.

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

Children and their parents and carers are welcomed into a bright, clean and friendly space. Staff sensitively work with parents and carers and accommodate children's emotional needs well. For example, staff make it a clear priority to get to know their assigned key children and their parents and carers. They know and share information about the children's backgrounds, health and family circumstances. Children are cared for in one room and therefore, all staff get to know them well and form positive relationships with them. Strong links are forged with the main feeder school, which results in the teacher from the school visiting and staff sharing information about the children's care and education. Links with the other feeder schools continue to develop.

Since the last inspection, the behaviour management policy has been reviewed and staff are becoming more confident and have a more clear and consistent approach to managing children's behaviour. Children are mostly well behaved and begin to learn about sharing, taking turns and respond well to reminders of how to behave. Staff carry out daily risk assessments and checks of the environment, indoors and outside to ensure areas are safe for the children to use. There is an appropriate range of resources available and they are safe and suitable. Overall, staff use the space well and effective staff deployment ensures children are supervised appropriately.

Staff place a clear focus on promoting the children's health. The requirement for recording and informing parents and carers of accidents is met. For example, staff complete a head injury slip if children bump their head. In addition, children benefit from a healthy snack consisting of water, milk, squash, fruits, vegetables and bread. Children have their own drinking water bottles, which are stored in individual storage pockets with their name and picture. They independently locate their own bottles when they are thirsty, learning to make decisions about their own health needs. Children benefit from fresh air as they have access to the outdoor area throughout the session. Staff ensure children learn about how to stay safe as, for example, they carefully use tools, such as, hammers, hacksaws and the vice on the wood work bench. In addition, a visit from the paramedics and a topic on people, who help in the community has reinforced the importance of staying healthy and keeping safe.

The effectiveness of the leadership and management of the early years

provision

Staff have a secure understanding of safeguarding issues in relation to child protection and how to implement the policy and procedures to secure the children's safety and welfare. There are appropriate systems in place to ensure staff are suitably vetted and their ongoing suitability is checked, to help secure children's welfare. All the required records, policies and procedures are in place and up to date, including recording children's daily attendance. The senior leadership team consists of the committee, a manager and two deputies and they support a small staff team, who aspire to improve.

Following the last inspection, Ofsted issued a number of notices to improve and conducted a subsequent monitoring visit. The provider has made significant progress and all the actions have been tackled well, although, some are still in progress and are ongoing as they acknowledge that time is needed for these to be embedded securely. Therefore, although, some good progress has been made, further work is required to continue to improve the quality of teaching and learning experiences for children. Some of the achievements, since the last inspection, include providing training and support for staff, improving the quality of the snacks and children's access to drinking water, making the environment and resources safe, recording accidents appropriately and managing children's behaviour effectively. However, the manager and deputies also work with children and their management roles and responsibilities are not clearly identified. Therefore, they are not yet monitoring the educational programmes and quality of teaching robustly enough. For example, although, staff have benefited from targeted training, the arrangements in place for the supervision and coaching of staff are in their infancy. Therefore, the quality of teaching is variable and in particular, new and unqualified staff do not have a well-established programme of professional development to improve the quality of their teaching more swiftly. Regular staff meetings and committee meetings take place, which place a better focus on improvement. However, the management team have not yet introduced systems to observe the quality of teaching. Therefore, the quality of teaching and learning remains variable and it is not consistently good. The leadership team have focused well on the areas for improvement identified at the last inspection. However, the ongoing self-evaluation and action plans are not sufficiently focused on further improving teaching, learning and experiences for children.

Parents and carers spoken to on the day of the inspection are very happy with the service they receive. They are particularly impressed with the level of care their children receive and the relationships staff foster with their children. Parents and carers are kept appropriately informed about the policies and procedures, the curriculum and the snacks on offer. Systems to keep parents informed about their children's achievements continue to develop. For example, daily discussions are used well and summary reports about the children's achievements and progress are shared. Partnerships with other professionals working with children are continuing to develop, in order to support children's care, education and welfare.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	974375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	18
Name of provider	Humpty Dumpty Playgroup (Codsall) Committee
Date of previous inspection	07/04/2014
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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