

# Humpty Dumpty Playgroup



Community Centre, Twelve Acre Approach, Bell Lane, Kesgrave, Ipswich, IP5 1JF

## Inspection date

16 June 2015

Previous inspection date

25 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to members of the committee and the person managing the playgroup.
- Staff do not consistently use assessments to identify all children's progress, so gaps in their learning are not quickly addressed.
- Staff do not find out as much as possible from parents about what their child knows and can do when they first start.
- The manager does not take account of all of the different groups of children, the progress they make and how this can be improved.
- Children do not have the opportunity to maximise their independence in all routines.

### It has the following strengths

- Children with special educational needs and/or disabilities are well supported through effective partnership working with parents and relevant professionals.
- Children are happy and confident individuals. They settle in very quickly because procedures are very flexible and support children's emotional well-being. This allows children to build very good relationships with all staff.
- Staff have a clear knowledge of child protection and know what to do if they are worried about a child's care or welfare.

## What the setting needs to do to improve further

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

- ensure assessments recognise all children's ongoing progress over time, so staff are able to plan activities and provide support to help all children to make good progress.

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

- find out more from parents about what their child already knows and can do when they first start, so that this can be taken into account when planning activities
- track the progress of a range of different groups of children, in order to identify any specific interventions that are needed more precisely
- create further opportunities for children to develop their independence, particularly during regular activities, such as snack time.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager (compulsory part of the Childcare Register)
- inform Ofsted of changes to the management committee (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager (voluntary part of the Childcare Register).

## Inspection activities

- The inspector held discussions with the deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the playgroup's self-evaluation plan.

## Inspector

Hayley Ruane

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Not all staff make assessments of children's ongoing progress from regular observations of them at play. This reduces children's chances to acquire skills and make good progress in their development because staff are unable to accurately identify children's next steps in learning. Children have access to a range of toys, such as a doctor's role-play set, which develops their imagination and keeps them absorbed and intrigued in purposeful play. Staff take children on walks to the local shop and explain to them how to use money to buy food at the electronic tills. This develops their understanding of technology. Older children are encouraged to name objects beginning with different letter sounds when making an alphabet puzzle. This helps children to begin to link sounds with letters in preparation for school. Staff obtain some information from parents about children's individual needs when they start. However, they do not find out enough about what children already know and can do, to help them to identify their starting points accurately.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children enjoy to play outside. They develop their physical skills successfully as they eagerly use paint brushes and water to make marks on the wall and competently climb and balance. Staff give children lots of praise and encouragement and celebrate their efforts. Consequently, children begin to feel more confident to explore and try new things. Staff reinforce the importance of safety throughout children's activities and daily routines. For example, children take part in regular fire evacuations to ensure they understand how to keep themselves safe. Children receive a range of healthy snacks each day. However, children have fewer opportunities to develop their independence skills during snack times because staff help them more than necessary. This is because staff do not have a consistent knowledge of children's precise learning needs.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Ofsted has not been informed of changes to some committee members and the manager. This indicates a lack of efficiency in the leadership and management of the committee. However, the new manager and committee members all have a current Disclosure and Barring Service check, so any risk to children is small. All staff have appropriate early years qualifications and attend some training. This has given them some understanding of how to teach and care for children appropriately. The manager and deputy manager undertake supervisions and maintain an overview of the quality of teaching. However, they have not made sure all children's progress is clearly identified. They are only just starting to consider the varying learning styles of groups of children to ensure that any gaps in development are narrowing. Staff have developed good links with the local primary schools and work in partnership with other early years settings. Staff use self-evaluation to identify strengths and some areas for development, but have not ensured that all legal requirements are met.

## Setting details

<b>Unique reference number</b>	251528
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866536
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Humpty Dumpty Playgroup Committee
<b>Date of previous inspection</b>	25 January 2011
<b>Telephone number</b>	01473 612648

Humpty Dumpty Playgroup was registered in 1987. The playgroup employs five members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, three at level 3 and one at level 6. Sessions are from 9am until 3.30pm on Mondays, Tuesdays, Wednesdays and Fridays, and 9am until 12 noon on Thursdays, term time. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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.

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