

# Humpty Dumpty Play-School

Monxton Road, Andover, Hampshire, SP11 8HT



<b>Inspection date</b>	23 September 2015
Previous inspection date	18 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Highly effective leadership and management ensure the safe and smooth running of the playschool, with all requirements met well. All those involved have a clear understanding of their responsibility to protect children.
- Exemplary reflective evaluation and the strong focus on developing the skills of staff bring about continuous improvements for children. This has a very positive impact on the quality of interaction and the activities provided to support children's learning, which has helped to raise the quality of the provision greatly.
- The high number of well-qualified and extremely motivated staff and the very effective organisation means that all children, including those with communication difficulties, disabled children and those who have special educational needs, receive excellent support.
- The quality of teaching across the playschool is outstanding. Staff meticulously assess children's progress and provide an exceptional range of high-quality learning experiences for children. As a result, children make excellent and sustained progress.
- Staff organise a highly stimulating environment extremely well, which enables children to be independent and to initiate their own play and ideas. As a result, children are highly motivated and eager to explore and learn.
- A well-established key-person system helps promote children's welfare and emotional development exceptionally well. Therefore, children form very secure attachments and are extremely well prepared for the next stages in their learning, and for when they go to school. Staff meet children's physical needs extremely well.

## What the setting needs to do to improve further

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

- extend the excellent teaching for literacy even further by increasing opportunities for children to learn about letters and sounds.

### Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the manager.
- The inspector sampled a range of documentation relating to children's development, the suitability of staff and the committee, training records and safeguarding procedures.
- The inspector had discussions with members of the management team and staff. She spoke with children and parents to gain their views of the playschool.
- The inspector discussed the playschool's self-evaluation and how the action plan is used to bring about continuous improvement. She discussed how staff work with other early years providers, other professionals and parents.

### Inspector

Jacqueline Munden

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are clear about their responsibilities and the safeguarding policy and procedures. Leaders have very high expectations of staff and children. They regularly provide excellent in-house training and many opportunities for staff to share the skills they gain. This helps to increase staff's teaching skills highly effectively. For example, staff follow a national scheme to help them assess and promote children's language and communication skills very effectively. They engage parents particularly well in this process, such as by providing story sacks for them to share with their children at home. Management is rigorous in monitoring children's progress.

### Quality of teaching, learning and assessment is outstanding

Staff have an expert knowledge of how children learn and give children's communication and language development very high priority. They skilfully use every opportunity to enrich the curriculum and promote children's learning. For example, they spark children's interests as they challenge them to think about ways to solve problems. Children are very eager to take part in the carefully planned small language group activities. They listen intently and remain focused for very long periods. Staff help children develop excellent literacy skills, and many children to write their names using pictures with the same beginning sound to those in their names. However, children do not see pictures for words starting with 'ph' to help those whose names begin with this sound. Children develop excellent physical skills and confidently use mathematical concepts, including calculation, as they play and in daily routines.

### Personal development, behaviour and welfare are outstanding

Children thrive and radiate confidence as staff help them to build a very positive sense of themselves and the world they live in. Strategies gained through training mean staff skilfully guide children's chosen superhero play to focus on how they can help others. This helps children develop excellent negotiation skills, form very strong friendships and quickly understand what behaviour is acceptable. Staff help children develop an excellent awareness of keeping safe and healthy. For example, children help assess the risks involved in playing on the climbing frame in wet weather and learn about foods that are good for them. Staff are highly sensitive to, and supportive of, the emotional needs of children whose parents are in the forces. For example, staff help them to communicate via letters and talk to them about where their parents are stationed.

### Outcomes for children are outstanding

Children make strides in their progress in all areas of their learning and development in relation to their starting points. They gain a very wide range of important skills they need for their future learning. This has an extremely positive effect on outcomes for children, including those with communication difficulties.

## Setting details

<b>Unique reference number</b>	110128
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	999587
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Humpty Dumpty Play-School (Andover) Committee
<b>Date of previous inspection</b>	18 November 2014
<b>Telephone number</b>	01264 382767

Humpty Dumpty Play-School registered in 1974. It operates from buildings on a military base in Andover. The playschool predominantly provides care for military families, although places are offered to non-military families when places allow. The playschool opens each weekday from 8.30am until 4pm during school term time. It receives funding for the provision of free early education for children aged two, three and four years. There are 13 members of staff employed to work with the children, including the manager who holds a relevant early years qualification at level 5. All remaining staff hold recognised early years qualifications.

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