

Humpty Dumpty Playgroup

KWMCC, Twelve Acre Approach, Kesgrave, IPSWICH, IP5 1JF



Inspection date	24 February 2016
Previous inspection date	16 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team accurately monitors the progress that children make. Managers quickly identify any gaps in children's learning and implement appropriate interventions. This helps to promote the learning of both individual and groups of children.
- Children are motivated and enthusiastic to learn throughout their time at the playgroup. Staff are skilful in following children's ideas as they play. They extend children's learning and ask questions to encourage them to think and develop their own ideas.
- Staff know children's capabilities well. They make regular assessments of what children know and can do, helping them to plan appropriate and challenging opportunities for children which inspire them to learn.
- Children build secure, emotional attachments with staff as they happily play side by side. They readily seek staff out for support when needed and staff respond sensitively.
- Staff are good role models. They encourage children to be polite and kind to others. Children learn to share and take turns. They negotiate with each other, and agree their own rules and boundaries as they play.
- All children make good progress given their starting points. Disabled children and those with special educational needs are supported well. Staff work closely with parents and other professionals to implement agreed strategies which foster their development.

It is not yet outstanding because:

- The management team has not yet developed fully effective systems for the sharing of information with other settings that children attend.

What the setting needs to do to improve further

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

- extend partnership working with other settings that children attend and consistently share information to complement learning across both settings, helping children to achieve their full potential.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup's deputy manager.
- The inspector held a meeting with the playgroup management team. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures, and risk assessments.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The management team has taken decisive action to address all weaknesses highlighted at the previous inspection. Managers are proactive in reviewing the provision and seeking the views of staff, parents and children. This helps them identify areas of the provision to target for future improvements. Staff are well qualified and supported by the management team to continue updating their skills and knowledge. The impact of staff's ongoing training is evident in the good quality teaching and learning opportunities offered for children. The arrangements for safeguarding are effective. Staff demonstrate a secure understanding of the procedure to follow if they are concerned that a child is at risk of harm. Children benefit from links formed with the local community. The playgroup invites visitors to share their knowledge and skills with children. This helps them to gain an understanding of the different jobs people do and the languages people speak.

Quality of teaching, learning and assessment is good

Children are offered interesting and stimulating activities in all areas of learning. These are closely tailored to their interests and capabilities. Children demonstrate concentration and commitment as they complete puzzles. Staff sensitively guide children in their learning, for example, by making suggestions to help them solve problems. Children thoroughly enjoy role-play activities, helping them to develop their imagination and social skills. They have regular opportunities to practise early writing skills and identify their name in print. They listen keenly as they are enthralled by a story read by an animated and enthusiastic member of staff. Children join in at appropriate times to answer questions and give their views. Staff help them to gain key skills they need in preparation for their move to school. Staff develop strong partnerships with parents. They regularly share information to support children's learning in the playgroup and at home.

Personal development, behaviour and welfare are good

Children have regular opportunities for exercise in the fresh air, such as at the local park. They learn about road safety and how to cross safely at a pedestrian crossing. Children demonstrate confidence in their surroundings as they freely move around the playgroup and choose what they would like to do. They are competent in self-care skills and recognise the importance of washing their hands before snack. They develop independence as they help to prepare their own snack. They learn how to use knives safely, for instance, as they slice fruit. Staff are astutely aware of children's individual needs, such as allergies. They are vigilant to make sure that children's dietary needs are met and work closely with parents to ensure all children are included in activities. Children demonstrate their enjoyment at the playgroup and comment that this is the best day ever.

Outcomes for children are good

Children demonstrate enthusiasm and enjoyment for learning. They become confident learners who are inquisitive and keen to explore and investigate. On entry, some children are identified as having gaps in their learning. Interventions are implemented and additional funding is used effectively to help those children catch up with their peers.

Setting details

Unique reference number	251528
Local authority	Suffolk
Inspection number	1018054
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	39
Name of provider	Humpty Dumpty Playgroup Committee
Date of previous inspection	16 June 2015
Telephone number	07837154081

Humpty Dumpty Playgroup was registered in 1987. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

