

Humpty Dumpty Playgroup

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



Inspection date	2 May 2019
Previous inspection date	24 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The organised manager keeps detailed records of actions the setting takes to improve its service. For example, the manager and her team have carefully reviewed the environment. This means every area of learning is available for children to explore through a variety of activities and resources.
- Staff read stories with enthusiasm. They encourage children to join in with familiar refrains and ask questions about the illustrations. This helps to promote children's early literacy skills and foster a love of books and reading.
- Children demonstrate high levels of well-being. They sing to themselves as they play and take setbacks in their stride. Children demonstrate that they feel highly secure and safe at the setting. They are eager to share their achievements within the group and demonstrate pride when they succeed at a difficult task.
- Staff form good relationships with families. They work with parents to support children's learning and provide a consistent approach to behaviour and activities such as potty training.
- Staff interact warmly with children. They are highly responsive to children's emotional needs. Children build strong bonds with staff. This helps them to settle in quickly.
- Children are well prepared, particularly emotionally, for their move to school. They have good opportunities to visit the school and meet with their new teachers.
- Parents praise the supportive, welcoming staff team. They appreciate the level of communication staff provide. Parents comment on the good progress their children have made since the start of their attendance, particularly in mathematics and literacy.
- While the staff conduct regular peer observations as part of their performance management arrangements, these do not fully support staff and managers in identifying specific areas for staff to develop their teaching skills even further.

What the setting needs to do to improve further

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

- strengthen existing performance management arrangements to focus more precisely on identifying areas for professional development and providing staff with individual targets to help them continually improve their teaching skills.

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 held a number of discussions with the manager, who is also the committee chairperson. She sampled relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The manager gathers feedback from parents regularly. She collects ideas from staff during supervision and team meetings. The manager also monitors individual and groups of children's progress. She makes effective use of all this information to help identify areas for improvement and further development. For example, staff recently delivered a project to support boys' skills in making marks. Staff attend training that gives them new ideas for activities, such as music-and-movement sessions. The arrangements for safeguarding are effective. Staff attend regular refresher courses and have a good knowledge of the signs and symptoms which may indicate a child is at risk of harm. They know the procedures to follow if they have concerns about a child's welfare. Staff have developed strong partnerships with specialist professionals, such as health visitors and physiotherapists. This supports children's development and promotes a shared approach to support.

Quality of teaching, learning and assessment is good

Staff know children well. They support each child's individual learning targets through planned activities and during free play. Parents report feeling well informed about their children's learning in the setting and are confident in sharing their children's achievements from home. Staff lead children's play during dough activities where they manipulate dough to music. They provide key vocabulary to describe movements such as 'squeezing', 'patting' and 'pinching'. This helps to develop children's language and encourages them to practise their physical skills. Staff promote children's mathematical skills during everyday activities. For example, they form a 'counting train' when they line up to go running on the field and talk about the shapes children make with dough. Staff encourage children to notice how their bodies respond to exercise, such as feeling their heart beat.

Personal development, behaviour and welfare are outstanding

Children enjoy extended periods where they immerse themselves in activities of their own choosing. They explore the different ways their bodies can move as they crawl, scramble, jump and run in the garden. They balance on stepping stone tubs, peep into the tunnel and shriek with delight as their friends 'roar' from inside. From a young age, children show their understanding of key safety rules and procedures, such as wearing high-visibility jackets and being mindful of road safety on outings. They talk about wearing jackets 'so people can see us' and tell staff what to do at curbs. Children develop strong social skills. For example, they make a den in the garden with friends, collect dolls and furnish their 'house' cooperatively. They delight in crawling through a tunnel to reach their 'house'. Children become independent. They enjoy choosing and counting out items for snack, using a knife to cut their banana and pouring their own drinks. Children manage their own self-care and hygiene needs well.

Outcomes for children are good

All children make good progress from their starting points. They demonstrate enjoyment in learning and maintain their concentration for extended periods. During large-group musical activities, they listen carefully to staff and copy their actions. Children respond

with delight to staff's 'silly' movements and laugh aloud.

Setting details

Unique reference number	251528
Local authority	Suffolk
Inspection number	10072657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	51
Name of registered person	Humpty Dumpty Playgroup Committee
Registered person unique reference number	RP527857
Date of previous inspection	24 February 2016
Telephone number	07837154081

Humpty Dumpty Playgroup registered in 1987. The playgroup employs 10 members of childcare staff. Of these, all 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.

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