

Humpty Dumpty Pre-School (Colchester)

Inspection report for early years provision

Unique reference number

EY418356

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Inspector

Lynn Hughes

Setting address

Humpty Dumpty Pre School, Bluebell Resource Centre,
Jack Andrews Drive, COLCHESTER, CO4 9YN

Telephone number

01206845794

Email

humptydumtypreschool@btconnect.com

Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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Description of the setting

Humpty Dumpty Pre-school (Colchester) is committee run. It originally opened in 1997. This registration runs from 2010 after a change to the managing body. The setting is registered by Ofsted on the Early Years Register. The group operates from purpose built premises in Colchester, Essex. A secure, enclosed outdoor area is used for outdoor play activities. A maximum of 26 children aged from two to under five years may attend the setting at any one time. The group is open five days a week from 9am to 12pm and 12.30pm to 3.30pm, with an optional lunch club, during term time.

A maximum of 26 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 60 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs nine members of staff. All staff, including the manager, hold appropriate qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting delivers all aspects of the Early Years Foundation Stage to a good standard. Children are excited and stimulated and enjoy participating in a good balance of adult-led and child-initiated activities which help them to make progress across all areas of learning. The staff team comprises of some core staff and some newer members, all of whom work well together. Systems are in place to enable staff to work productively with other early years settings. Procedures to enable staff, parents and committee members to be involved in the self evaluation process are being developed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the complaints procedure to include the correct telephone number for Ofsted
- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

The provision ensures that children are appropriately safeguarded through its effective safeguarding policies and procedures. Staff regularly update their knowledge of protecting children and keep abreast of new guidance through the internet and through appropriate publications. All adults having regular contact with children are vetted and proof of their clearance is held on file for inspection. Children are provided with a safe and secure environment in which to play and learn as staff conduct effective risk assessments and daily safety checks. A clear set of written policies support the setting's practices, however, the complaints procedure has not been updated with current contact details for Ofsted.

The setting is run by a voluntary committee and has recently become a limited company. The committee supports the manager and staff team and also runs a sister setting close by. The staff team comprises of some established staff who have worked at the provision for a number of years and also some more recently appointed staff. The team work well together and a well organised daily rota ensures that all adults understand their roles and responsibilities. The committee, manager and staff have clear plans for the future and are continuously reviewing their working practices to enable them to move forward. Some of their evaluations are recorded and evidence; however, some evolve through general discussions on good practice. Regular staff meetings enable the team to discuss planning, day to day operations and activities. Parents provide some feedback by way of questionnaires which staff use to inform their working practices.

Resources and equipment are expertly presented to enable children to safely self-select and make choices over their play and learning. Staff recently reviewed the way in which they present the equipment by looking at each of the activities from a child's point of view. This has enabled them to more effectively organise the resources in order to meet children's needs. Staff interact well with the children, ensuring that they are on hand to supervise and support them at all times. The setting actively encourages staff to pursue training and to enhance their personal development. All children are valued and respected through the setting's equality and inclusion policies. Staff enable children to learn about other people's differing needs through an exciting range of activities and festivals. They present posters and resources around the premises which reflect equality and diversity.

Parents are provided with a good amount of information about the pre-school and the way in which it delivers the Early Years Foundation Stage. Parents spoken to at the time of the inspection complimented the setting on the way in which staff were approachable, caring and professional. Systems in place provide opportunities for staff to work in partnership with other early years settings. Good procedures are in place to enable staff to aid children's transition between pre-school and school.

The quality and standards of the early years provision and outcomes for children

Children enjoy their pre-school experiences. They are busy and active throughout the day and have fun participating in both indoor and outdoor play. They move confidently between the playroom and the well-equipped and exciting garden. The provision of an extensive range of play materials and activities enables them to learn and develop at their own pace, predominantly through hands-on, self-initiated learning. For example, they use the recently installed garden planter as a car or office or whatever imaginary scenario interests them. The wooden sand pit has a lid which opens into two small benches. However, it has not yet been filled with sand as children enjoy using it as a quiet space for reflection, an imaginary house, or vehicle which they use to transport themselves to fun and imaginary places. Children form good friendships and are seen holding hands, following each other around the garden or engrossed in a world of their own where adults are only required to facilitate their play further with the occasional idea or piece of additional equipment. Staff have a well-established and constantly evolving system in place for observing and recording children's progress and achievements. They devise individual play plans each term based on their observations which identify the children's next steps in learning. Individual planning ensures that all children are able to participate in well considered activities which meet their personal needs and learning styles.

Children develop a good sense of well-being as they listen attentively to the staff's clear directions, for example, they understand the importance of hand washing and know that surfaces need to be wiped before and after use. Their daily access to fresh air and exercise ensures that they stay fit and healthy. Well presented physical play resources help children to develop skills such as balancing, climbing and negotiating space. Children are provided with healthy options for their mid-session snack, such as, fruit, salad vegetables and bread sticks. They enjoy their snack at their own pace as the setting has developed an effective rolling snack system. At present opportunities for children to become more actively involved in the preparation of snacks, are not consistently offered. Children are safe and feel safe and secure within the setting as staff are vigilant about following the effective policies and procedures in place. The security of the main door is very good thereby ensuring that children never leave the premises unnoticed and that all visitors are rigorously monitored.

Children are confident and comfortable within the pre-school. They approach staff with ease and enjoy the interaction they receive from them. They are well behaved and understand the importance of being kind and considerate towards each other. Staff set clear boundaries which enable children to understand the expectations of the adults caring for them. Staff provide children with an exciting selection of well considered activities which enable them to develop essential skills for the future. They enjoy learning about growing and planting, for example, they plant lettuces, radishes and sunflowers. They harvest their produce and eat it during snack time. Opportunities for children to develop handwriting skills are provided both indoors and outdoors through a wide range of materials, for example, they use large, colourful pens on the white board in the garden, and also chalk and pencils. Staff

have recently reviewed the presentation of the book corner to provide a more child-friendly space. The effective organisation of a smaller selection of well chosen books and comfortable seating results in children making more use of this area.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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