

Humpty Dumpty Pre-school

Inspection report for early years provision

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Inspector Andrew Clark

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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*.

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Description of the setting

Humpty Dumpty Pre-School opened in 1992 and is run by a committee. The setting operates from a separate building in the grounds of Oakington Primary School in Cambridge. It is on the ground floor and has full access. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. A maximum of 20 children aged from two to five years may attend in any one session. There are currently 29 children on roll, all of which are under eight years and are in the Early Years Foundation Stage, 24 of these are in receipt of funding for nursery education.

The sessions run from 09.00am to 01.00pm five days a week in term-time only and from 09.00am to 03.00pm on Wednesdays. The setting is registered by Ofsted on the Early Years Register.

There are five members of staff. The managers hold Level 3 qualifications and over half the remaining staff have at least Level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The managers and their staff work closely together to ensure children of all abilities achieve well. The needs of children in the early years are met well. As a result, the setting has a good capacity to improve further. This is an inclusive setting and staff provide skilled support for children with special educational needs and/or disabilities and those who speak English as an additional language.

What steps need to be taken to improve provision further?

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

- improve the staff's involvement in systematic self-evaluation and planning for improvement
- improve systems to track the progress made by different groups of children and plan for their future needs.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. The managers are well-supported by the committee and the local authority to guide and support their staff. All staff share a strong ambition and the drive to provide good quality early years provision and improve their own skills and the quality of provision. Self-evaluation procedures are good overall and reflect the views of staff, parents and children. However, the involvement of all staff in systematically gathering

information and using it to plan future developments is not yet fully established. Staff have clear roles and responsibilities and make a good contribution to the daily running of the setting. They are well-qualified and experienced in supporting children with special educational needs and/or disabilities and those who speak English as an additional language. This contributes to the promotion of good equality and diversity.

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. Staff ensure that the premises are safe and secure through regular risk assessments and fire practises. Careful planning and good adult supervision ensure visits to places of interest are successful and safe. There are robust and secure procedures to promote good behaviour and for the administration of medication and the recording of accidents and injuries.

Partnerships with parents and carers are outstanding. Parents and carers find staff approachable and very welcoming. They feel exceptionally well-informed and the procedures to help children settle in are of a very high quality. Parents and carers feel they have a voice in helping the setting to improve. Many parents make an excellent contribution to the children's progress by volunteering to share their skills within the setting. The setting has good links with other local providers and benefits from sharing resources and staff expertise with the host school.

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

The room where children are based at Humpty dumpty Pre-School is bright and stimulating. Children make good progress because the setting is skilfully tailored to meet the needs of children of all abilities. Children are engaged and busy throughout the session. They take responsibility for many aspects of their own learning throughout the day, leading to them making an excellent positive contribution to their surroundings. Their confidence and sense of well-being is extremely high. It is very evident in their full participation in joint activities, such as sport's day or group work in literacy sessions. The children's outstanding positive contribution is supported by the exciting activities that are provided for them to explore the different nationalities and cultures represented in the community. There is a good balance between activities that all children choose for themselves and those they are guided towards by adults. The staff make regular and frequent observations of children's learning and use the information well to track their progress and plan for future learning. However, the tracking of progress by groups of children to ensure all aspects of learning are consistently promoted is at an early stage of development.

Children with special educational needs and/or disabilities are fully integrated into the setting and their progress is carefully tracked. Early mark-making and counting skills are encouraged through well-planned role play activities, games and songs. Children thoroughly enjoy their learning and achieve well. Staff question children well to deepen their understanding and provide good guidance by joining in their play. Children's work is displayed well and they feel valued as a result.

Children feel safe. They learn how to keep safe when they are out and about through the setting's good use of visitors and visits. The promotion of children's healthy lifestyles is also very effective. There are regular and frequent opportunities for children to engage in planning and preparing healthy snacks. Snack and meal times are social occasions and staff have very high expectations around children's hygiene routines. Children have a good understanding of what constitutes healthy food because staff question children while they prepare their snacks. The outside area is used well to promote all areas of learning, particularly the children's physical development. There are attractive quiet areas for children to sit and relax and read a good range of books.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	1

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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