



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122634

DfES Number: 583650

INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Humpty Dumpty Pre-School
Setting Address	St Johns Church Hall London Road Felbridge Surrey RH19 2QT

REGISTERED PROVIDER DETAILS

Name	The Committee of Humpty Dumpty Pre School
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ORGANISATION DETAILS

Name	Humpty Dumpty Pre School
Address	Eastnor, Vicarage Road Crawley Down Crawley West Sussex RH10 4JJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Humpty Dumpty Pre School is an established pre-school facility which has been serving the local area since 1968. It is currently owned by a management committee. The group operates from St John's Church Hall in Felbridge and children have access to a large hall and an enclosed garden area for outdoor play. Toilet and hand washing facilities are adjacent to the indoor play space. Children attend from the surrounding areas. There is little social or ethnic diversity within the current intake, which is representative of the local community.

There are currently 21 children, aged from two to four years, on roll. This includes seven funded three year olds and nine funded four year olds. Children attend for a variety of sessions. There are currently no funded children present who have special educational needs, or for whom English is an additional language.

The pre school opens four mornings a week - Monday, Wednesday, Thursday and Friday, from 9:30 to 12:30, term time only. The Thursday morning session is for older children only, as a preparation for full time schooling.

Six members of staff work with the children. One member of staff holds the Diploma in Pre-School Practice (DPP) and two members of staff hold the Introduction to Pre-School Practice (IPP). These two staff are currently enhancing their training by undertaking NVQ level 2 training. An unqualified member of staff is also undertaking NVQ level 2 training at present.

Currently four members of staff hold a valid first aid certificate.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Humpty Dumpty Pre-School is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals in Knowledge and Understanding of the World and Physical development. They are making very good progress in all other areas.

The quality of teaching is generally good. Staff provide a happy and caring atmosphere, enabling children to develop confidence and high self-esteem. Staff form excellent relationships with children and are attentive to their needs. They interact with children well, enjoy their company and utilise all opportunities to extend learning. Staff deployment is effective and children are given plenty of individual attention. Weekly activity plans are in place, although they do not include extension activities for older/more able children. Limited provision is given to promoting diversity in society in topic work.

The leadership and management of the setting is generally good. At the time of inspection, the supervisor had only been in post for two weeks. In this time, she has developed a strong team spirit and staff are keen to support one another and provide a high quality service. The supervisor and committee work in partnership to address all issues and to make on-going improvement. Although many of the staff have worked at the group for several years, some do not hold recognised qualifications. However, these staff are currently undertaking appropriate training and are supported by management.

The partnership with parents is generally good. Parents are provided with information regarding the management of the pre-school and the daily routine. Opportunities exist for parents to participate in the parent helper rota. Procedures are currently in place for staff to discuss children's progress with parents on a formal basis, although these are not always effective as not all parents attend.

What is being done well?

- Staff develop excellent relationships with children. They interact with them well, enjoy playing with them and are able to foster their imagination and encourage creativity.
- Staff make good use of all incidental activities to stimulate and extend children's learning. All opportunities to extend language and vocabulary through conversation are utilised and staff are keen to extend children's understanding of mathematical concepts through regular counting activities, such as preparing for snack time.
- Children are happy and extremely confident. They have good relationships with staff and are keen to engage in conversation with them.

- Children's communication skills are well-developed. They engage in conversation with adults and their peers and are developing skills in writing and forming letters.

What needs to be improved?

- children's understanding of diversity within society
- curriculum planning, to include extension/adaptation activities where necessary
- the amount of opportunities for parents to formally discuss children's progress and share their knowledge of children's achievements and progress

What has improved since the last inspection?

Four key issues were raised at the last inspection. Staff have made generally good progress in meeting these issues.

1) Include what children are expected to learn from activities in planning.

To meet this, staff ensure curriculum planning and assessment is done in accordance with the Foundation Stage curriculum and staff include all appropriate aspects of learning, stepping stones and early learning goals in their activity plans.

2) Improve the organisation of the teaching so that more dominant children do not adversely influence the learning of others.

Since the last inspection, the group of children has changed. However, staff ensure that all focus activities are completed in small groups to enable children to have closer attention from staff. Children's behaviour is managed in a consistent manner, with emphasis given to promoting positive action and giving praise, leading to a calmer and more purposeful environment.

3) Improve some of the staff's questioning skills.

To meet this, unqualified staff have undertaken NVQ training, to develop and improve their skills in teaching and effective early years care.

4) Provide more opportunities for all children to talk about their own ideas and develop their speaking skills.

To meet this, staff ensure the daily routine provides time for children to participate in group discussion and for children to engage in conversation with staff members and their keyworkers. Children are given time to talk freely and share their ideas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and motivated to learn. They behave well and they have good attitudes to learning, showing interest and curiosity. Children have good relationships with staff and each other. They show independence and are able to share and play co-operatively in large and small groups. Children are able to listen, follow instructions and enjoy the security of familiar routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers; their ability to talk and negotiate with others is good. They listen to stories, enjoy sharing books with staff and use language imaginatively in role play. Children recognise their first names and are beginning to write these correctly with well-formed letters. They are developing a good understanding of letters and sounds and are using mark making and writing for a number of purposes with a good selection of materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and recognise numbers to 10 and beyond this. They learn about shape, size, quantity and volume through a good selection of activities such as cookery, role play and sand/water play. Children learn about simple concepts of addition and subtraction through counting songs and through good use of daily routine activities such as counting the number of children present and the number of biscuits needed at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given good opportunities to explore, investigate and experiment. Good provision is made for children to use natural materials, such as regular gardening activities. Children are introduced to some festivals and customs, although their understanding of diversity within society is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of small and large equipment competently and demonstrate dexterity and good co-ordination. A selection of resources and apparatus enable children to enjoy large physical play on a daily basis, although, at times, there are limited opportunities for children to experience balancing activities. Children show an understanding of the importance of good health and are beginning to recognise what they must do to stay healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate enthusiastically in all creative activities. They are able to paint and draw freely and use a variety of media, including paint, glue and clay. Children enjoy the role play area and use their imagination well. There are regular sessions for dancing, singing, using instruments and music and movement.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the programme for Knowledge and Understanding of the World, to develop children's understanding of diversity within society;
- increase the opportunities for parents to receive information on their children's progress and achievements and to contribute to their children's assessment records;
- develop systems for curriculum planning, to ensure all extension/adaptation activities are clearly recorded on weekly activity plans.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.