



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 259699

DfES Number: 581550

INSPECTION DETAILS

Inspection Date 25/02/2004
Inspector Name Pamela Abram

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Humptys Pre School
Setting Address Carpond Lane
Wilburton
Ely
Cambridgeshire
CB6 3RJ

REGISTERED PROVIDER DETAILS

Name The Committee of Humptys Pre-School 1015640

ORGANISATION DETAILS

Name Humptys Pre-School
Address Carpond Lane
Wilburton
Ely
Cambridgeshire
CB6 3RJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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's Pre-School, which is managed by a voluntary committee, is located in the grounds of Wilburton Primary School, Wilburton, Cambridgeshire. The pre-school is registered to provide sessional day care for up to 15 children between the ages of 2 - 5 years. However, children are generally accepted nearer to their 3rd birthday, in line with the group's admission policy.

The pre-school is in receipt of government funding for nursery education for 3 and 4 year old children. There were 21 children on the register when the inspection took place, of these 18 were in funded 3 and 4 year olds.

The pre-school operates for four sessions a week in a mobile style building which has a fenced garden. They also have use of the school playground. Children attend from surrounding villages as well as from Wilburton.

The management committee employs 3 members of staff. The person in charge has a relevant qualification; other staff have relevant experience and are undertaking training.

The setting is supported by Cambridgeshire's Early Years Development Partnership. The pre-school is also a member of the Pre-school Learning Association and have a Quality Assurance award.

How good is the Day Care?

Humpty's Pre-School offers a satisfactory quality of care for children.

Children benefit from experienced and trained staff who work together to provide a welcoming environment where children feel secure. The good range of resources and positive images on display help children to accept diversity. They are encouraged to have respect for others and to develop a sense of well-being and self-esteem.

Children's' learning and development is supported by a variety of planned activities. They are able to access resources from the shelves which promotes their ability to make choices. However, the lack of availability of drinking water throughout the session limits their ability to be independent in their intake of fluids. Good behaviour is encouraged and valued, with staff presenting themselves as good role models. This helps children to know what is expected of them and their behaviour is good.

Staff show commitment to meeting the needs of children and families in the local community and are able to support variable attendance patterns. Parents take an active role in the running of the group. Information is shared in a variety of ways to benefit the children who attend and their families. Links are forged between the setting and children's homes through the use of diaries and a book lending scheme.

Measures taken by staff and committee ensure that children can play safely indoors, with only one matter needing attention to ensure that there are no potential hazards in the garden. However, matters relating to child protection need to be more fully understood to ensure that measures in place promote children's welfare and safety. There are policies and procedures in place to assist staff in meeting the individual needs of children. Some aspects of policies, procedures and record keeping need reviewing to ensure that they are consistent and comply with the National Standards for Under 8's Day Care and guidance documents.

What has improved since the last inspection?

No actions were set at the last report dated 30/10/2002, but some points needing attention were highlighted during the inspection process to improve practice.

One of these was the need to ensure that all staff are vetted as some local authority checks could not be found. The setting agreed to carry out new checks if the previous ones could not be confirmed. They are still in the process of completing this task for committee members and staff to ensure that adults having access to children are suitable to do so.

The need to add the contact details of the regulator, i.e. Ofsted, to the complaints procedure to keep parents well informed was also highlighted. This matter has not received attention and remains a recommendation to comply with the National Standards.

What is being done well?

- The premises are warm and welcoming for children, with eye-catching posters and displays to create a sense of acceptance of individuality.
- Staff work well as team and offer a varied programme of activities which promote children's learning and development. They take an active interest in what children have to say and respond with enthusiasm. This makes children feel valued and boosts their confidence.
- Good behaviour is encouraged and valued with staff presenting themselves

as good role models. Children respond well to the clear guidance, praise and encouragement they receive from staff. They know what is expected of them and respond to the adult interactions in their activities and conversation.

- Staff work in partnership with parents and use various methods to develop links with home and the local primary school to support children's progression. Parents are supportive of the pre-school and provide practical support within the setting.

What needs to be improved?

- child protection policy and procedures;
- documentation and recording systems;
- children's access to fresh drinking water;
- safety of the garden.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
13	ensure that the child protection policy and procedure for the setting complies with local Area Child Protection Committee (ACPC) procedures and increase staff's knowledge and awareness of child protection issues to ensure that they are able to implement all aspects of the ACPC procedures.	28/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure that hand-washing arrangements take account of safety,

	cleanliness and reduce the risk of infection.
6	Ensure that potential hazards in the garden, i.e. stored paving slabs under tree, are inaccessible to the children.
8	Provide children with access to fresh drinking water at all times.
9	Address inconsistencies between policy and practice in relation to admission of children and toilet-training.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint to include the address and telephone number of the regulator, i.e Ofsted.
14	Review records policies and procedures to ensure that they comply fully with The National Standards, particularly in relation to the uncollected child procedure, times of arrival and departure in the register, the recording of visitors, the parental signing of accident reports, the recording of significant incidents and existing injuries.

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's Pre-School is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development and generally good progress in all other areas.

Teaching is generally good. Staff develop positive relationships with children and value them as individuals. They are good role models and set clear boundaries for behaviour to which children respond and behave well. Children learn to share, take turns and co-operate with each other, but do not have sufficient freedom of expression in creative activities. Staff use their knowledge of the Foundation Stage and early learning goals to plan a varied curriculum. They know children well, but planning and assessment is not always used effectively to take account of individual children's progress.

Leadership and management is generally good, with a shared commitment to the continuing development of the setting. Staff work well as a team, they meet together regularly to discuss their work. The committee is supportive of staff and have an appraisal system in place. On-going training is valued and given priority. The committee have some knowledge of the Foundation Stage and early learning goals. They rely on feedback from the co-ordinator to monitor and evaluate the effectiveness of the children's learning.

Partnership with parents is generally good. Relationships between staff and parents are positive. Parents express satisfaction with the setting. Newsletters, notices and home diaries give parents an insight into what children do at the setting. Parental help is valued and volunteers are given clearly defined roles to help them feel included. A book lending scheme enables parents to support children's progress, but they are not made familiar enough with the areas of learning. It is not clear how information given by parents about their children's progress and achievements is used by staff to inform planning.

What is being done well?

- A welcoming environment is created for children and their families. Positive attitudes to learning are fostered. Children are happy and settled and have good relationships with adults and each other.
- Staff are good role models, they have high expectations and manage children's behaviour well, encouraging them to share, take turns and co-operate with each other. Children behave well and their self-esteem is fostered appropriately.
- Children are confident learners and respond to new experiences with enthusiasm and high levels of curiosity. They show motivation to learn and

persevere with tasks to achieve their desired outcome.

- Staff plan a varied curriculum which makes use of a range of resources for indoor and outdoor activities. The outdoor environment is used well, offering children opportunities to explore the natural world and come into close contact with living things.

What needs to be improved?

- Planning, to show how activities will be adapted to meet individual needs to support younger or less confident children and offer sufficient challenge to older or more able children.
- Teaching strategies and adult interaction particularly in role play activities to extend children's experiences and at the writing table to support, challenge and extend children's learning and to give them more freedom of expression in creative and imaginative activities.
- Assessments, to identify more clearly how individual children will make progression to the next steps of learning and to show how parents knowledge of children's achievements will be used in this process.

What has improved since the last inspection?

The setting has made generally good progress in response to the key issues identified in the last report.

The programme for maths has been reviewed, in liaison with a maths specialist from the local support network, to put strategies in place to include more practical problem solving activities. However, there is scope to develop this further.

Children are now encouraged to record their observations in scrapbooks and a tree displayed on the wall is used to show which birds have visited the garden. Leaves and blossom are added or removed to reflect the change of seasons as they take place and more reference books have been obtained so that children can find out how things work.

Children's investigative and problem-solving skills have been further enhanced by the addition of a thermometer in the garden, the introduction of activity sheets to extend children's experiences when using dough, to enhance pencil control, use of scissors and other activities. Children also now have access to picture cards showing the sequence of growth and passage of time.

The introduction of staff appraisals and a system to monitor and record staff training supports staff development and assists the setting in identifying and addressing any training issues.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their carers happily & approach adults in the group confidently. They learn to share, take turns & consider the needs of others. Children are independent in their self-care and take responsibility by selecting resources for their own use. They concentrate and show enjoyment in activities, such as when making pancakes and by cutting and painting foam shapes. Families are valued and children develop awareness of their own, and other, cultures through activities and themes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children develop their speaking and listening skills and engage in lively conversations with adults and each other. They enjoy books, listen intently to stories and see that print carries meaning on labels around the room and on resources. Children are given opportunities to develop writing skills and practise letter formation, though increased adult interaction would further support their learning. Staff listen to children and use questioning well to extend their vocabulary and learning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to language related to size, quantity, position and develop awareness of shape and pattern using puzzles and games. They use numbers in everyday situations, such as at registration when counting the number of children present. They begin to solve simple problems by calculating whether there will be enough biscuits for everybody at the refreshment table. They do not, however, compare numbers, add and subtract or explore concepts of more and less often enough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to develop a sense of time and place through meaningful themes and activities involving their homes, families and local community. They observe the weather and seasonal changes taking place in the natural world. They use tools and equipment confidently and gain awareness of other cultures and lifestyles. Children express their feelings and views about significant personal events. There are less opportunities for children to construct and join materials independently.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently, both indoors and outside, showing awareness of space. They demonstrate co-ordination and dexterity, but are not encouraged to develop ball skills. They handle tools and equipment, such as paint brushes, glue spreaders and musical instruments with control. Children are developing good hygiene practices through hand-washing and by helping to clean the tables for refreshments. Bodily awareness is promoted when children talk about getting warm as they exercise.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy exploring colour, texture and shape using puzzles, games, dough, and collage materials. They use their imagination creatively in role play situations with a stimulating range of resources at their disposal. They use musical instruments with enthusiasm to accompany their singing. However, art and craft activities tend to be pre-planned by the adults, which limits children's opportunities to engage in spontaneous creative activities to select materials and express their own ideas.

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

- Key issues
- Ensure that planning and teaching methods offer sufficient challenge and support to meet the differing needs and stages of development for individual children.
- Develop the use of assessments to ensure that they are used effectively to inform immediate planning for individual children, to identify the next steps and build upon what children already know and can do, incorporating parental contributions into this process.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.