

Humpty Dumpty Pre-School

Inspection report for early years provision

Unique reference number

122634

Inspection date

10/03/2011

Inspector

Ann Moss

Setting address

St Johns Church Hall, London Road, Felbridge, Surrey,
RH19 2QT

Telephone number

07546 263029

Email

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Humpty Dumpty Pre-School is run by a committee. It opened in 1968 and operates from a large hall at St John's Church in Felbridge, Surrey. The pre-school is open Monday, Tuesday, Wednesday, Thursday and Friday, from 9.15am to 12.15pm, term time only. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register to care for a maximum of 20 children at any one time. There are 26 children aged from two to under five years in this age group on roll. Of these, 12 children receive funding for early education. Children come from a wide catchment area. The pre-school can support children with English as an additional language and children with learning difficulties and disabilities.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. Humpty Dumpty Pre-school is registered by Ofsted on the voluntary and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers a good service that successfully promotes all aspects of children's welfare, learning and development. Children are extremely well cared for in the safe and inclusive environment. Relationships with parents and carers and documentation are mostly effective. Self-evaluation of the setting is thorough and action plans are well focused on supporting good outcomes for children. The setting is in breach of a specific legal requirement with regard to completing and sending to Ofsted the necessary paperwork required for the new manager.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the system for notifying Ofsted of any significant event; with particular regard to any changes to the person who is managing the early years provision (Suitability of adults) 31/03/2011

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

- improve the systems for risk assessment by keeping a record of the date undertaken

- ensure there is greater opportunity for children to develop independence during everyday activities
- improve the channels for parents and carers to communicate; keep them informed about all aspects of work to ensure parents have coordinated, up-to-date, accurate and timely information.

The effectiveness of leadership and management of the early years provision

The setting gives a high priority to safeguarding all children. Clear and robust systems for the recruitment and vetting of staff ensure children are cared for by a suitable and well qualified staff team. A successful induction programme means that staff implement policies and procedures effectively in practice. Annual appraisal identifies training needs which enables staff to keep up to date with mandatory training, such as first aid. Staff have a good awareness of safeguarding issues, are well trained and able to respond to any concerns. All required records that promote the children's health, safety and wellbeing are in place. Thorough annual written risk assessments and daily visual safety checks ensure that the environment is safe and suitable for children to play. However, staff do not keep a record of the date risk assessments are undertaken and the system for recording daily visual checks is sometimes overlooked. Good use is made of the available resources set out by staff each day. Plans are in place to further secure the outdoor environment in order to maximise its potential. Staff work very well together as a team and are deployed effectively to ensure children benefit from a good level of support and interaction. Space and equipment is well organised to create a welcoming, interesting and inclusive environment where children have access to good quality resources.

The setting is currently in a period of change due to the recruitment of a new manager. However, the management notified Ofsted of this significant event verbally but have failed to submit the required documentation, which is a breach in a specific legal requirement. On this occasion children's safety has not been compromised because the manager was an existing vetted member of staff, however, because the documentation has not been submitted the new manager has not had a suitable person interview from Ofsted. Self-evaluation in addition to the local authority Early Childhood Environmental Rating Scale audit (ECERS) reflects rigorous monitoring of the service and results in clear targets for development that lead to continuous improvements for outcome for children. The promotion of equality and diversity is well promoted within the service and the setting and is successful in ensuring all children are integrated and make the best possible progress in relation to their starting points.

Partnerships with parents and carers are sound. The setting is managed by a parent committee and a parent rota ensures all parents can be involved. The setting is keen to seek parents views through six monthly questionnaires and take account of their comments implementing changes as appropriate, for instance, they have increased the opportunities for activities such as cooking. Parents have access to their child's learning journal and consultations with their child's key worker. This ensures they can keep up to date with their child's progress. Parents

received monthly news letters that contain information about activities; however, this does not link directly to the Early Years Foundation Stage, which could be misleading. Opportunities for the daily exchange of good quality verbal information about how children spend their time in the setting and activities undertaken are limiting. Partnerships with other providers delivering the Early Years Foundation Stage are less well established. This impacts on children's ability to achieve a cohesive care and learning experience; however, staff and management have identified this and have put systems in place for improvement.

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

Children are progressing very well in all areas of learning and development. Staff provide a stimulating and safe environment where children are able to feel safe, build confidence, make friends and be active learners. Children obviously enjoy their time at the setting and have a sense of belonging. Most new children settle extremely quickly and are confident about leaving their parents. Children's learning and development is supported very well. They make consistently good progress towards the early learning goals because staff plan very well to meet the individual needs of each child. They use discussion with parents, an 'All about me' document and observations to identify children's starting points. Children's progression towards the early learning goals is monitored well. Staff makes focused and detailed observations of children, including how they engage with each other and adults, and track how they use space and resources in play. These enable staff to have a very good understanding of children's preferred learning styles, and they use this knowledge most effectively when planning. Records of children's progress in each area of learning are thorough and clearly identify their next steps in learning.

Children learn about mathematical language through the effective role modelling of staff. For example, during circle time children confidently count how many girls are present and how many boys then group the two numbers together, they sort shapes and patterns and confidently count using items or their fingers. Children's language for communication is progressing very well. They communicate confidently, expressing their thoughts and ideas and asking questions such as 'What's your name' and confidently recall past and present events. They listen well and concentrate on activities they enjoy, such as story time and craft activities. They relish new experiences such as a visit from 'Tatty Bumkins' (yoga session). The vast majority of children participate fully showing good coordination and balance. They learn about the construction process as they design and build with materials creatively and safely. Children understand about technology and use programmable toys confidently. They have good opportunities to explore the world around them with daily outside play, outings to Tilgate Park and a wide range of activities that promote equality and diversity, such as celebrating festivals and traditions.

Children are developing skills for the future because staff act as good role models. They encourage children to say 'please' and 'thank you' and encourage good

behaviour through positive reinforcement to which children respond positively. Staff are calm, caring and show great affection towards all children. Children understand the rules of the setting and are very well behaved. Children learn how to share, take turns and interact with each other as they play. They are taught to respect each other and their feelings. Children are social, happy and confident as they play. Relationships between children and staff are excellent.

Children learn about healthy lifestyles through effective routines the staff have in place. Children understand why they need to wash their hands before eating and after using the toilet. They use paper hand towels, which helps prevent the spread of infection. Children are encouraged to bring their own water bottles and were observed using these during the session. Children enjoy healthy snacks of fresh fruit, which is provided by parents. Children enjoy a social snack time where they sit well and interact with each other and the staff. However, children are not encouraged to pour their own drinks of either milk or water, which limits the development of independent skills. Children have regular access to fresh air and exercise, as the group have a small outside play area where the children can explore and investigate safely. They have a great time raking up leaves and digging in the soil in the garden area. They thoroughly enjoyed riding wheeled toys and show great skill in negotiating obstacles. As a result, children keep themselves safe.

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	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	3
The effectiveness of the setting's engagement with parents and carers	3

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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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