

Humpty Dumpty's Easton Pre-School

Inspection report for early years provision

Unique reference number EY427364
Inspection date 13/09/2011
Inspector Glenda Field

Setting address St. Peters C of E VC Primary School, Marlingford Road,
Easton, NORWICH, NR9 5AD
Telephone number 01603880553
Email humptydumpty'sbarfordandeaston@gmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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's Easton Pre-School is a committee run group that registered in 2011. It operates from a room on the site of St Peter's C of E VC Primary School, in the village of Easton, on the outskirts of Norwich. Children have use of an enclosed outside play area. The setting is open each weekday from 9am to 12pm, term time only. The pre-school is registered by Ofsted on the Early Years Register. A maximum of 22 children aged from three years may attend at any one time. There are currently 17 children on roll, all being within the early years age range. The setting has procedures to support children with English as an additional language and those with special educational needs and/or disabilities.

Humpty Dumpty Pre-School employs four staff. Of these, all hold appropriate early years qualifications. The manager has an Early Years degree. The setting receives support from the local authority early years team and works closely with its sister group, Barford Pre-school in the next village.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment of the setting and consequently make good progress in their learning. However, some resources require further development. All policies and procedures are in place, and renewed regularly, to ensure that the safety and welfare of all is effectively promoted. Staff have developed a strong partnership with parents and involve them in all aspects of their children's learning and development. Systems for monitoring and evaluating the provision, to identify priorities for development, have been established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- increase resources for mark-making and resources that reflect diversity
- increase opportunities for children to access the outdoors to enable children to enjoy free-flow play.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a clear commitment to their role in safeguarding children. They have completed safeguarding training and their practice is guided by the settings written safeguarding policies. Robust recruitment arrangements are in place to ensure all staff who work with children are suitable to do so. Children are cared for in an extremely safe and secure environment. Staff help children to

understand how to keep themselves safe. For example, they remind children of safe ways to use scissors so they do not hurt themselves or others. Written risk assessments and daily checks of all areas that children use ensure that hazards are identified and minimised to safeguard children. In addition, risk assessments are completed and recorded before children are taken on outings in the local area. All necessary policies and procedures are in place to ensure the effective management of the setting. They are robust and effective to support the welfare and development of children.

The pre-school has developed partnerships with parents that are effective and make a significant contribution to children's achievement and well-being. They maintain systems of communication using children's individual assessment records, and daily discussions with parents. All these systems are used well, promoting a two-way flow of communication and enabling parents to be part of their children's daily achievements and developmental milestones. Parents speak highly of the setting and readily assist staff in clearing away equipment at the end of the sessions. Effective systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school has well established systems in place to liaise with other providers delivering the Early Years Foundation Stage, to ensure continuity of care and learning for individual children.

Children benefit as the management committee and staff strive for high quality practice, continuously monitoring and evaluating the standards of the setting. They share a vision for the improvements they plan for the provision, such as developing a new outdoor play area and to incorporate a covered area. Thus, enabling children to play outdoors during inclement weather. The committee and staff are very receptive to support provided by advisors from the local authority and the management ensure that staff training needs are prioritised during half-termly supervision and annual appraisals.

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

Children make good progress in their learning and development, skilfully supported by staff who demonstrate good knowledge of the Early Years Foundation Stage. An effective key person system ensures that staff and children develop strong bonds, helping children to feel settled and secure. Staff are well aware of the children's individual progress as they regularly observe their developmental needs and interests. These observations are collated in children's individual learning records, along with meaningful photographs. This information is linked to the aspects of learning and development in the Early Years Foundation Stage and is used effectively to identify the next steps in children's learning. Systems in place ensure that staff work well with parents and external professionals to provide effective support for children with special educational needs and/or disabilities.

Children benefit from a welcoming and child-friendly learning environment. The

play room and outdoor play area afford children with ample space to explore the good quality play materials in safe and secure surroundings. Imaginative play areas inspire children's role play, for example, children enjoy cooking cakes and biscuits in the home corner area. However, there are too few resources for children to experience mark-making and those reflecting diversity.

Children are confident communicators and are eager to share their experiences with visitors. For example, a child named the fruit on top of the cakes she had made in the home corner, whilst another shared her joy at making an aeroplane from construction materials. They enjoy exploring their creativity as they create their own collages and drawings. Children's physical development is supported well. In the outdoor area children enjoy ride-on toys, ball games and sand and water play. They also have first-hand experiences of digging and growing vegetables, such as tomatoes, peas and potatoes.

Strong emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. Children are offered healthy snack food such as fresh and dried fruit, along with milk and water to drink. The staff plan meaningful opportunities for children to grow a range of vegetables, which they then harvest and prepare for snack. Children understand the importance of washing their hands and confidently help staff put the toys away to avoid trips and falls. Children also help staff to clean tables prior to snack time, when asked why this is done they respond by saying 'to get rid of germs'. Children are also supported to develop an understanding of how to keep themselves safe by taking part in regular fire drills.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

