

Humpty Dumpty Pre-School (Colchester)

Inspection report for early years provision

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Inspector	Lynn A Hartigan

Setting address	Brinkley Grove Primary School, Rawlings Crescent, HIGHWOODS, Colchester, CO4 9GF
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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 has been registered since 2010. It is a committee run pre-school lead by a manager. The pre-school operates from a purpose-built premises within the grounds of Brinkley Grove Primary School in Colchester, Essex. There is an enclosed garden available for outdoor play.

The pre-school is registered to care for 26 children at any one time, aged between two to five years. There are currently 49 children on roll. The pre-school opens each weekday from 9.15am until 12.15pm and 12.45pm until 3.45pm during term time. The provision is on the Early Years register.

There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school employs 11 members of staff in total, of whom all have appropriate early years qualifications. One member of staff is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare requirements are met to a good standard, they receive good levels of care and attention whilst having fun and make good progress. Staff are vigilant within the pre-school to ensure children are and feel safe, safeguarding arrangements are good and all staff have a sound understanding on how to protect children. Children happily participate in a range of activities and have some opportunity to initiate their own play and learning, however self-selection of resources is limited. Children enjoy their time in the outdoor environment and this continues to develop. An effective and systematic approach to self-evaluation has been established. Superb opportunities are in place for communication with parents. Staff are committed to working in partnership with others, established procedures in place ensure the provision meets children's individual needs to an excellent standard.

What steps need to be taken to improve provision further?

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

- review the organisation of toys and activities to provide children with more opportunities to independently initiate their own play and follow their own interests
- develop the outdoor learning environment to provide children with more opportunity to initiate their own play and follow their own interests in all six areas of learning.

The effectiveness of leadership and management of the early years provision

Good procedures are in place for recruitment and induction and ensuring all adults working at the pre-school are suitable to do so. A safeguarding policy is clearly understood by all staff members and ensures children's well-being is not compromised. All staff members have completed relevant first aid training and safeguarding training is completed whenever possible to ensure staff are up-to-date with current practices and legislation. The premises are very child friendly, clean and secure. Visitors are greeted by a member of staff in a secure reception area, a visitors book is also used to ensure an accurate record of visitors are logged.

High staff ratios ensure children receive good care and attention. The pre-school is welcoming to both children and their families and although children are able to initiate their own learning as their requests for toys are supported by the staff they cannot independently access the quality toys and resources available. As a result, the opportunities for self-selection and making decisions are limited.

The manager and her staff are committed to provide quality care and education and have identified plans for the continuous improvement of the pre-school. For example, developing the provision of resources that reflect diversity. A formal system for self-evaluation is established and includes all staff member's and parent's comments. Superb communication systems are in place to ensure all parents and carers are able to contribute to their children's time at pre-school. For example, relevant information is offered in many forms, such as, paper copy, electronic mail, on compact discs and translated into different languages as required. Parental questionnaires are effectively used to obtain information and as a result of parents comments, training workshops for parents are offered by the staff. The pre-school is highly effective in offering parents the opportunity to influence some decision making. As a result, parents and carers comment positively about every aspect of care and education their children receive.

Extremely effective working relationships have been established with other settings that deliver the Early Years Foundation Stage or external agencies that are involved with the child and their family. Superb links are in place with several primary schools to ensure transition to full-time school is a positive experience for children. Staff have developed 'school boxes' which contain books, photos and school uniforms, enabling children to familiarise themselves with primary school. Parents are invited to attend a leaver's party where children celebrate their time at pre-school and receive medals and certificates. The outcomes for children with special educational needs is good, as staff show a commitment to identifying any child's needs who may require additional support. Excellent communication with the parents and interagency teams ensure children are effectively supported and reach their potential.

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

Children are cared for by staff that are enthusiastic, caring and have a sound understanding of how children learn, as a result children are making good progress in their development. Secure arrangements with regard to observations and assessments ensure the children's next steps in learning are clearly identified and inform the planning process. Parents and carers are positively encouraged to contribute to this process. Completion of 'all about me' booklets at the initial assessment enables staff to learn about each child's unique background and stage of development.

Children play in a bright and inviting playroom that has access to a secure outdoor play area. Children relish their time outdoors, for example, they have great fun playing with large cardboard boxes. They use their imagination and creative skills turning the boxes into trains and space ships to visit the shops and moon. They use large chunky chinks to decorate the boxes and staff skilfully engage children in conversation and encourage them to think about their play. For example, children are asked how they can get to the moon and what they may need for the journey.

Children show sustained levels of interest playing in the sandpit. They introduce cars and tubes to extend their play. Children work well together and have formed good friendships. For example, they happily chatter whilst completing a large floor puzzle in the garden, negotiating together where the pieces fit.

Equal attention is given to all six areas of learning within the indoor environment but less so outdoors, as a result, children's learning in the outdoor environment is compromised. Early attempts at mark making are encouraged. This is successfully achieved as resources, such as paper and drawing materials are readily available. Children make patterns in cornflour and mark make using paints. Letters and number lines are displayed within the playroom and some children are able to recognise letters in their names.

Children have many opportunities to express their creativity and imagination. For example, they enjoy using the dressing-up clothes and instruments to 'make music'. They have fun setting up a building site, using hard hats, signs and tools to assist their play. Children are beginning to understand different cultures and enjoy learning about Eid and Harvest Festival. They learn about helping others less fortunate as the pre-school supports local charities. Children take part in a sponsored toddle or collect foods for the harvest festival.

Children's physical skills are supported as opportunities to balance, climb and run are provided. They use ride-on toys and negotiate space well. They have great fun playing bat and ball with staff members. Children's health and welfare is promoted well. Individual dietary needs and allergies are catered for within the provision of healthy snacks and good strategies in place ensure these are met. Children enjoy cheese spread on biscuits for their snacks and sit in small groups, as this is regarded as a social time where children relax and engage in conversation. They are becoming independent as they clear away after themselves and learn to

spread their own cheese and pour their own drinks.

Children are beginning to understand the importance of staying safe and healthy. For example, they confidently explain how and why they need to wash their hands before snacks. They are aware of the need to wear a sun hat in the garden. Staff are good role models and speak to the children with respect and kind, positive language, as a result children's behaviour is very good. Children appear secure, happy and confident. They show signs of caring for one another. For example, they make attempts to include new children in their games.

Support for children with an additional language is good. For example, appropriate resources are readily available to ensure any child with limited language, can communicate. Visual prompts are available throughout the setting and staff work very closely with the parents and carers. The pre-school has some good toys and resources that represent diversity which enables children to have an understanding and embrace differences.

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	1
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	2
The extent to which children develop skills for the future	2

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