

Humpty Dumpty Pre-school

Inspection report for early years provision

Unique reference number 119484
Inspection date 11/11/2011
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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Humpty Dumpty Pre-school is run by a management committee of volunteers. The pre-school was registered in 2001 and operates from a church hall situated in central Southend-on-Sea, Essex. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday, Wednesday, Thursday and Friday during school term times. Sessions are from 9.30am until 1.30pm. Children are able to attend for a variety of sessions and for shorter sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children aged over two years may attend the pre-school at any one time all of whom may be in the early years age range. There are currently 33 children on roll. The pre-school provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities.

The pre-school employs six members of staff. Of these, four staff hold a level 3 qualification and two staff hold a level 4. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff form strong working relationships with professionals and parents so that most children make very good progress in their learning and development. Children with special educational needs and/or disabilities are well supported and fully included in the pre-school. Staff are knowledgeable about the Early Years Foundation Stage and plan challenging and interesting activities that meet children's individual needs. As a result, children are happy and secure. Staff regularly reflect on their practice and have an effective action plan in place to address weaknesses in the provision. This means there is a very good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further effective evaluation systems so that reflective practice is used to identify strengths as well as priorities for development and improve staff's confidence and the quality of provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because all staff are highly trained and have very good knowledge of local safeguarding issues. Staff regularly update

the pre-school's policies and keep parents informed throughout the review process. In this way, all adults responsible for the welfare of the children are aware of the correct procedures for managing child protection concerns. Robust recruitment and vetting systems mean that all staff are suitable to work with children. As a result, children feel secure and are well cared for in the pre-school.

Thorough daily checks of the premises and provision are carried out by staff at the start of the day and again throughout the day as appropriate. Staff have a good understanding of the requirements for regular risk assessments. They record risk assessments for outings which are evaluated and amended as necessary. Resources are in very good condition and stimulate children's interest. Therefore children continually extend and develop their skills across all areas of learning. The hall and outdoor space are well organised and children have safe access to the wide range of toys and equipment available. Children are free to choose what they want to do for most of the day. They are encouraged to be independent and confidently ask staff for additional toys and equipment such as books in the garden.

Staff are developing their skills of reflection and evaluation as a tool for self-improvement. However, there is a lack of confidence in recording their strengths. This means that staff concentrate on targeting identified weaknesses and give less attention to building on what they are already doing well. Recommendations made at the last inspection have been effectively addressed and children are benefitting from the planning systems now in place. Staff have a good understanding of their roles and responsibilities. Regular constructive appraisal meetings help to identify future training needs of individual staff and the pre-school generally. For example, plans are in place for all staff to update their practice in line with changes to the requirements of the Early Years Foundation Stage.

Children make very good progress in relation to their starting points. Staff work closely with parents and partners in the wider context to make sure that each child's needs are met. Parents find the staff extremely 'approachable', 'friendly' and 'helpful' and appreciate the quality of feedback they are given. Children's learning journeys provide an exceptional record for parents to look back on and to chart their child's first experiences. Parents provide photographs and mementos from home and are invited to actively contribute to the contents. Children with special educational needs and/or disabilities are sensitively supported. Parents and professionals come together to share strategies, look at ways to adapt provision and to celebrate children's successes. As a result, parents see their children fully included in all aspects of the provision and making 'significant' progress in their learning and development.

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

Children are warmly welcomed into the pre-school and quickly settle to purposeful and engaged play. They enjoy very good relationships with staff so they feel secure and cared for. Children are developing a good awareness of how to keep

themselves safe and to respect the safety of others. They regularly practise emergency evacuation procedures and learn about the dangers of fire when fire officers visit. The short walk to the outdoor space provides staff with good opportunities to discuss road safety with children. Children, therefore, have a good understanding of the need to hold hands and stay together when out.

Parents provide all food for children and staff are alert to any allergies or medical conditions that might affect individual children's welfare. Children independently help themselves to water and follow good hygiene routines before eating and after using the toilet. All staff have paediatric first aid qualifications and the necessary consents from parents are in place for the seeking of emergency treatment. This means that children are kept safe and healthy.

Daily physical play indoors and in the newly established outdoor garden area help children learn about the benefits of exercise and fresh air. Children enjoy the interesting and varied opportunities offered in the small but well designed, outside space. They excitedly make sandcastles and play imaginative games with the toy animals, golf tees and flags. There is a wormery for children to find out about living creatures and learn how plants grow from seeds and bulbs. Other activities and resources such as the computer and interactive alphabet games, further develop children's knowledge and understanding of the world. Children investigate how things work and how to make models using a wide variety of recycled materials.

Staff regularly observe children at play and use their observations to plan activities that further advance children's learning. For example, from a child expressing interest in dinosaurs, all children are offered the chance to make a dinosaur salad. Children choose from a range of fresh vegetables and fruit such as cucumbers and peppers and add extras such as raisins. Staff extend this learning by discussing the textures and smells of the salad as the children practise using a knife safely. Children handle the small tools and equipment with care and precision. They develop their use of number as they count how many slices they have made. In addition, children's future well-being and skills are enhanced through the good progress they make in speaking and listening. Children of all abilities and ages are effectively supported so that they develop good communication skills in relation to their starting points and abilities.

Children are very happy and contented and play together well. Staff have high expectations for good behaviour and children understand the boundaries that are set. Children's understanding of diversity in the local and wider community is promoted through access to a broad range of activities and resources that reflect difference. Consequently, children are developing respect for themselves and learning to treat others with respect.

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
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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

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