

Humpty Dumpty Pre-school

Water Lane, Oakington, CAMBRIDGE, Cambridgeshire, CB24 3AL

Inspection date	07/01/2014
Previous inspection date	17/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Very positive, open and trusting partnerships are established with parents. As a result, children are confident and settled.
- The new manager and staff are committed to their roles and are working hard to put new initiatives in place to improve the practice. This is enhanced by having a very supportive committee.
- Children are protected and kept safe in the setting because staff demonstrate good knowledge of safeguarding children procedures.

It is not yet good because

- Information obtained regarding children's starting points is not sufficiently thorough. This means next steps are not always identified, which leads to a lack of appropriate challenge for all children.
- Teaching practice is variable as staff do not always ask open-ended questions to support children to think and extend their own play.
- Opportunities for children to develop their own ways to deal with conflict are not always fully promoted. As a result, some children's expectations of behaviour are not appropriate for their age.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children and staff, and the use of space both indoors and outdoors.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector reviewed a sample documentation, policies and procedures, including self-evaluation, and children's development records.
- The inspector undertook a joint observation with the manager.
- The inspector talked with available staff and parents and held discussions with the manager and chairperson.

Inspector

Gemma Ruegg

Full report

Information about the setting

Humpty Dumpty Pre-school was registered in 1992 and is on the Early Years Register. It is situated in a purpose built premises, which has recently been re-built in the grounds of Oakington Primary school in Cambridge. The pre-school is managed by a committee. It serves the local area and is accessible to all children. Children have access to a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday for 38 weeks of the year. Sessions are from 9am until 3pm from Monday to Thursday and 9am to 1pm on Friday. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of assessment arrangements to identify the starting points and next steps in each child's learning more precisely and ensure children experience appropriate challenge so that they make good progress in their learning and development
- improve the quality of teaching by using carefully framed, open-ended questions to fully extend children's creative and critical thinking throughout the session.

To further improve the quality of the early years provision the provider should:

- develop behaviour management techniques further to include clear expectations of how to support children in resolving conflicts for themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school provides a friendly environment where the children are suitably stimulated to gain a satisfactory range of skills in readiness for school. Children are active learners and the environment is appropriately organised for children to develop their skills through exploration and investigation. They are able to access resources independently to support their interest in their play. As a result, children show enthusiasm for learning and are keen

to take part in the activities. Teaching practice is variable, not all staff ask open-ended questions to help children think. For example, a child tries to discover why we grow taller, staff immediately tell him 'We grow taller by eating fruit and vegetables'. They fail to offer him the chance to think and extend this learning opportunity. As a result, the child wanders off and does not engage in play.

Staff demonstrate suitable knowledge of the Early Years Foundation Stage and the seven areas of learning. Staff undertake the 'progress check at age two', which helps them to identify any concerns about children's development so they can be fully supported. However, staff do not gather information about children's starting points, which impacts on their ability to assess their level of development when they first attend. Staff make observations of children's progress but this is not used well to plan for their individual learning needs. For example, children have only one next step to achieve each term. As a result, children are not effectively supported or challenged to reach their unique potential. Consequently, children make steady, rather than good, progress towards the early learning goals.

Children are offered choices and are encouraged to make decisions about their own play. Staff often take a step back and allow children to use their imagination. For example, during planned activities using media, such as shaving foam and paint, children gain satisfaction from exploring texture. By exploring, they find out what it feels like in their hands, how to form marks in it, how it behaves when it is piled up and how much it sticks to paper and the dinosaurs which are added to the activity. This supports children's sensory development and natural curiosity.

The contribution of the early years provision to the well-being of children

Children can have several trial sessions to help them become familiar with their key person, and to develop their confidence and support their emotional attachments. On the whole, the majority of the children are confident, happy and enjoy the company of their friends. Staff take time to get to know the children and their families to ensure children feel safe and secure and parents are confident to leave them. Parents are asked to complete an 'All about me' form to ensure all relevant information to support children's needs and routine is obtained. Children are familiar with their key person and this ensures that transitions from home to the pre-school are as smooth as possible. The pre-school has a buddy key person so that there is a member of staff ready to cover and take over the care and learning needs of children if their key person is away. This further supports their emotional well-being. Support for transitions into school is generally good. For example, children are taken to visit the school, teachers are invited to meet the children and they join together during the summer term to take part in activities together. This supports them to make a smooth transition.

Children generally develop confidence as they move around the pre-school making their choices. They learn to keep themselves safe as they handle tools, such as scissors and cutting equipment in the play dough area. Staff give appropriate praise, which means children feel valued and this boosts their self-esteem and confidence. However, on occasions, staff do not appropriately support children to try and resolve conflicts for

themselves. As a result, some children are unclear of developmentally appropriate expectations for their behaviour.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children are encouraged to manage their own personal needs. For example, they take part in hand washing routines before eating and talk about foods that are good for them during snack and meal times. Children have access to an outdoor area and a range of equipment to support physical development. They benefit from free flow access to the outdoor area for regular fresh air and exercise during each pre-school session.

The effectiveness of the leadership and management of the early years provision

The manager and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children are protected from abuse and neglect because the staff are secure in their knowledge and understanding of child protection issues. They have attended appropriate training in safeguarding and a clear set of policies and procedures support their practice. The premises are safe and secure with suitable risk assessments being carried out daily. No person can enter the premises unannounced as there is a key code operated door. Recruitment procedures are thorough and the provider understands the importance about notifying Ofsted of any changes.

The newly appointed manager and staff are committed to improve the pre-school provision. They are open to new ideas and are beginning to reflect on their practice and make changes to benefit the children. For example, the introduction of phonics to encourage children's communication skills has been successful. The management structure is developing with more consistent support being offered to the staff team. Regular staff meetings are held to discuss and share ideas for the future development of the pre-school. The manager monitors staff performance through supervision meetings and appraisals, showing staff are committed to fulfil their job roles and responsibilities.

Parents speak highly of the pre-school and value the friendly, welcoming staff and environment. They are encouraged to participate in the pre-school sessions through a range of activities, such as baking and reading stories. Strong, trustworthy relationships are established, with one parent commenting 'The key person knows my child nearly as well as we do as parents'. The pre-school is beginning to build close links with the local school through use of their playground for the children to access larger physical play opportunities. They work closely with the local authority, valuing the support and opportunity to try new ideas and to improve the quality of the provision further.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	221779
Local authority	Cambridgeshire
Inspection number	865968
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	28
Name of provider	Humpty Dumpty Pre-School Committee
Date of previous inspection	17/06/2010
Telephone number	01223 237504

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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