

Humpty Dumpty Pre-school

1 Sutton Road, Southend-on-Sea, Essex, SS2 5PA

Inspection date	21/05/2014
Previous inspection date	11/11/2011

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

The quality and standards of the early years provision

This provision is good

- Teaching is good because staff understand how to encourage children's development across all areas of learning. Staff observe, assess and plan a range of activities which take into account children's interests and learning styles. As a result, children's progress is good given their starting points and capabilities.
- Partnerships with parents and carers are good and they speak happily of the positive impact staff have on their children. Information sharing is regularly encouraged and communication is well promoted with other settings to ensure that children are effectively supported.
- Staff demonstrate a good awareness of the safeguarding and welfare requirements and they have attended additional training to develop their knowledge and understanding of protecting children. As a result, the safeguarding and welfare requirements are met.
- Children's personal, social and emotional development is promoted well through regular praise and encouragement, and they form strong bonds and attachments with staff and peers. As a result, they are happy and settled.

It is not yet outstanding because

- Occasionally some staff do not implement agreed strategies as effectively as possible to support children's good behaviour.
- There is scope to extend children's thinking during day-to-day activities by, for example, consistently asking open-ended questions.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school and separate garden area, and spoke with staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and through discussions.
- The inspector carried out a joint observation with the pre-school manager and reviewed parts of the provider's self-evaluation form.

Inspector

Jo Rowley

Full report

Information about the setting

Humpty Dumpty Pre-school was registered in 2001 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is run by a management committee of volunteers and operates from a church hall in Southend-on-Sea, Essex. The pre-school is accessible to all children and there is an enclosed garden area available for outdoor play. The pre-school opens Monday, Wednesday, Thursday and Friday during term time from 9.30am until 1.30pm. There are currently 24 children on roll in the early years age range and they are able to attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-olds, and supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs six members of staff. Of these, one holds a qualification at level 6, four hold level 3 and one holds level 2. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the way in which children's behaviour is managed, for example, by supporting the staff who do not consistently follow agreed strategies
- enhance opportunities for children to extend their thinking, for example, by asking more open-ended questions during their play.

Inspection judgements

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

Staff make effective use of observations, assessments and planning for children across the prime and specific areas of learning, and they demonstrate a good knowledge and understanding of the Early Years Foundation Stage. A wide range of activities are well planned and extended throughout the week to ensure that children are able to fully explore and discover further learning. For example, children's imaginations are well promoted as they explore the travel agents in the role-play area. Further items are added as the week continues to ensure that all children are able to access the activities, while children attending all week enjoy the extensions to engage them further. Staff carry out a range of observations on children, extend their interests and incorporate their next steps in to activities that are engaging and interesting. Children's 'home-learning' books are full of interesting photos, observations and parental links. The books clearly demonstrate the good progress they are making, given their initial starting points and capabilities. Teaching is good because staff take time to engage with children and effectively support their learning through play. However, during some activities staff do not use the opportunity to

promote further challenge because they do not consistently ask open-ended questions. For example, as children enjoy planting sunflower seeds they talk about adding the soil and watering this to help the sunflower grow. However, they miss the opportunity to talk about the feel of the soil or why this changes when water is added, and this means their learning is not consistently extended.

Children's school readiness, including those with special educational needs and/or disabilities and those who speak English as an additional language, is promoted well because staff plan a range of activities and tasks that support this. For example, small group activities focus on letters and sounds. Children are encouraged to practise these independently within the group, and staff plan these activities according to their age and stage of ability. As a result, children are making good progress. Children's personal, social and emotional development is encouraged because staff continually praise them. For example, as a group of children build large towers, they talk of how high they can make them and they use a range of numbers as they count and predict their own ideas. Staff genuinely praise children for this and their support clearly encourages children's all-round development. Older children access a range of activities which support their development across the specific areas of learning. For example, their interest in space is extended through activities to build spaceships.

The pre-school involves parents well in their child's learning from the start of their placement. From before the settling-in visits start, parents are introduced to the setting and informed about how their children will learn through the Early Years Foundation Stage. This gives parents information and awareness of what their children will be taking part in at pre-school and enables them to effectively support them. Ongoing links are well promoted between staff and parents to encourage home learning, and parents provide regular reviews of what their child does at home, enabling staff to plan effectively around their broader interests. As a result, children benefit from this consistent and well-organised approach to their learning.

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

Children's emotional well-being is supported by kind and caring staff who greet them warmly on arrival. Staff talk gently and children smile happily as they arrive at pre-school, eager to enter. Children's behaviour is generally good and they demonstrate sharing and turn-taking skills. For example, as children enjoy a play dough activity, they are kind to each other as they share out the dough and take turns with the utensils. Children's personal, social and emotional development is promoted well because staff use praise and encouragement to support their self-esteem and confidence. The pre-school have a written behaviour management policy, and procedures are in place to ensure that children's behaviour is suitably promoted. For example, behaviour management is regularly discussed at staff meetings. However, the way in which children's behaviour is managed is not always consistent with every member of staff. As a result, children's understanding of appropriate ways in which to behave varies on some occasions.

The pre-school key-person system is effective in supporting children of all ages. Relationships and friendships are clearly made and these are evident as children choose to

sit with their friends at various activities. Children's independence is promoted well as they are encouraged to self-register on arrival and quickly hang up their coats and bags. They access the toilet area independently, although staff are available and vigilant as children use this area. Children confidently make choices about their play and use the pre-school 'choosing book' well. This means that although the pre-school is a pack-away setting, children have a wide variety of resources and activities available to them. Resources and equipment are age and stage appropriate, and thought has been given to very young children with the introduction of low-level tables and chairs. As a result, all children are able to access and use equipment appropriately.

Children have a range of opportunities to develop their physical skills, for example, they access the outside area close to the pre-school. They explore the digging area, using a range of tools and they create their own music using spoons with the drum set they have made. Children's understanding of personal risks and hazards is well supported, for example, during the walk to the outside area children hold a 'walking rope' and demonstrate a very good understanding of their own safety as they stay close to each other and listen confidently to staff. Healthy lifestyles and children's understanding of these are effective as staff consistently remind children of the need to regularly wash their hands. There are posters and pictures in the toileting area, which supports children's knowledge and understanding of the importance of washing their hands after using the toilet. Their understanding of being healthy is further promoted through regular discussions about healthy foods and the snacks that are provided. Additionally, children are encouraged to learn about recycling as staff explain what happens to their lunch packaging after they have eaten. Children are given responsibility for putting their rubbish into different areas as their understanding of this develops. As a result, children's understanding of healthy lifestyles is well promoted.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They have attended a range of training courses to extend their existing knowledge and understanding of safeguarding, and they are vigilant when it comes to protecting children in their care. For example, they have daily responsibilities, including supervising the main entrance, where they ensure that children remain safe during arrival and departure times. Additionally, child safety is well promoted as children learn the importance of keeping themselves safe during the pre-school session. Children are consistently learning about the importance of hygiene, and staff regularly talk about this to improve their understanding. Nappy changing is completed with children's privacy being respected, and with newly reorganised procedures staff are able to ensure that children are quickly changed to promote their well-being. Children's behaviour is managed appropriately in line with the requirements of the Early Years Foundation Stage. However, there is scope, on some minor occasions, to further enhance this by implementing agreed strategies more consistently to maximise children's already good behaviour. All required Disclosure and Barring Service checks are completed, and for staff who may be waiting, strict procedures are followed to protect children's safety.

The manager has implemented a wide range of positive changes to the pre-school and she is well supported by the established staff team. Through effective recruitment and induction procedures and regular supervision and appraisals, staff are able to improve their own continuous professional development. As a result, children benefit from qualified and experienced staff, who work together to promote continuous improvement. Teaching is good because staff have a strong knowledge and understanding of the Early Years Foundation Stage, working well together to promote children's learning and development overall. The manager demonstrates a good understanding of her role and responsibility in monitoring and evaluating teaching and learning at the pre-school. She observes staff practice on a regular basis, completes supervision meetings and carries out a yearly appraisal for each member of staff. Regular monitoring of observations made by key staff ensures that activities, topics and themes always include children's interests. Regular and daily discussions between staff ensure that activities and home learning books are evaluated. Additionally, during staff observations the manager will talk to staff about the things she sees to ensure that these are discussed and improved quickly, if required.

Staff work well together and as a team they provide an environment which has a positive impact on children's learning. As a result, children are effectively supported to ensure that they make good progress in their learning and development. Partnerships with parents are good and they speak of the very good communication between them and the staff. Staff encourage professional and friendly relationships with all parents and children are very well supported by their key staff. Partnerships with other providers of the Early Years Foundation Stage are good. For example, staff share a communication book with other settings that children attend. This book enables staff to work closely with other key staff that children have. This helps to consistently promote and encourage their learning throughout the prime and specific areas. The views of parents and children are incorporated through questionnaires, and these are used, alongside the views of staff, to ensure that the pre-school as a whole is able to promote continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	119484
Local authority	Southend on Sea
Inspection number	975113
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	24
Name of provider	Humpty Dumpty Pre-school Committee
Date of previous inspection	11/11/2011
Telephone number	07984 879986

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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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