

Humpty Dumpty Pre-school

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

Inspection date	04/12/2014
Previous inspection date	07/01/2014

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

- Staff skilfully question children to encourage them to think critically. As a result, the quality of teaching is good and children are provided with a good level of realistic challenges.
- Staff place a high priority upon promoting children's communication and language development. They speak clearly, adjusting their speech in relation to children's level of understanding. This helps children to develop good listening skills and clear speech.
- Staff are secure in their knowledge of child protection issues. They attend regular training, enabling them to have a clear understanding of how to refer and deal with any concerns about children in their care. Therefore, children are safeguarded well.
- The committee and staff team strive to maintain a high quality provision for children. They evaluate and build upon their practice to ensure children continue to benefit from improvements made at the pre-school.

It is not yet outstanding because

- Information about how parents can extend children's learning at home is not fully effective in supporting parents in extending individual children's learning even further.
- The manager has not yet explored the opportunity to further enhance children's emotional well-being and communication with their parents, by introducing a second key-person system to cover staff absences.

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 activities in the indoor and outdoor areas of the pre-school and talked with the staff and children at appropriate times.
- The inspector spoke with the pre-school's local authority development officer.
- The inspector conducted a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and committee members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day, including their written feedback.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Lorraine Pike

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 in the grounds of Oakington Primary School, in Cambridge. The pre-school is managed by a voluntary committee. It serves the local area and is accessible to all children. Children have sole use of a main classroom and an enclosed area for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 3pm Monday to Thursday, and from 9am until 1pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff at level 2. There are currently 31 children attending, all of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- enhance children's learning experiences further by including provision of more precise ideas for parents to extend children's individual learning at home
- enhance children's emotional well-being and communication with their parents further, by introducing a second key-person to cover staff absences.

Inspection judgements

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

Staff complete detailed observations and regular assessments of children's skills to accurately identify and plan for their next steps in their learning. This helps staff to notice any strengths or gaps in learning so they may quickly implement strategies to keep those children moving forward. Staff work very closely with parents to establish children's starting points and interests prior to them starting. As a result, staff are able to plan how to meet each child's needs at an early stage. A rich range of adult-led and child-initiated activities based on children's interests provide them with a good level of challenge appropriate for their age and stage of development. Whatever their starting points, children make good progress at this pre-school and are well prepared for their next stage in learning and eventual entry to school. Staff support children who are learning to speak English as an additional language. They learn key words in children's home languages and provide a wealth of visual prompts that enable them to express their needs and support their understanding of the routine of the session.

Children communicate very effectively through their rapidly emerging vocabulary because staff place a high priority on fostering their communication and language skills. They spend a significant amount of time engaging in purposeful dialogue with children, skilfully adjusting their speech in relation to children's level of understanding. Children thoroughly enjoy this sensitive interaction in their play and as a result, begin to use more complex sentences. Group time and planned events, such as the forthcoming Christmas concert provides valuable opportunities to develop children's self-confidence. Staff encourage children to speak out loud to express their choice of song to practise. Children's attention is immediately captivated as staff are extremely animated. They sit close to less confident children encouraging them to join in with the actions to the songs. As a result, they eventually begin to copy and smile with delight as staff praise them for their achievement. Children carefully position five small plastic frogs on top of a log to represent one of their favourite songs. They demonstrate that they are active learners, because they persist at an activity as they enjoy meeting their own challenges. For example, they learn new physical skills and develop the fine muscles in their hands as staff teach them how to make the frogs jump off the log using one finger to push each one down. They learn to make predictions and find ways to solve problems because staff use carefully posed questions to challenge their critical thinking. For example, they ask them how many frogs are left on the log and where they think they need to re-position the frogs to make them jump further.

Children begin to learn the way stories are structured as staff encourage them to arrange the colourful story cards in the correct order. They enjoy re-telling traditional stories using props and puppets and change their voices to become different characters. As children become familiar with the repetitive phases, staff allow them plenty of time and opportunities to fill in the missing words and phrases. Partnerships with parents are generally good. Dedicated staff work hard to welcome and engage all families in their children's learning and development. They keep parents fully informed of their children's progress during daily verbal updates and regular parent consultations. This enables both parties to share children's learning and development, so that their changing educational needs are known. Staff include parents in more formal updates, such as the progress check for children between the ages of two and three years. Regular newsletters, notices within the pre-school and on their informative website provides parents with some broad ideas on how to support their children's learning at home, as part of the planned themes. However, staff have not considered extending children's learning further, by expanding on suggestions to enrich everyday shared learning at home.

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

The consistent staff team provide a welcoming and nurturing atmosphere. They offer a gradual approach to helping children to settle during flexible settling-in sessions. Parents are actively encouraged to share a wide range of information in relation to their child's preferences, care routines and learning needs. This ensures that children's individual needs are met. Children are comfortable having their care needs met as staff deploy themselves throughout the session, when possible, to provide support for their individual key children. However, some staff are not always on duty when their key children attend.

The manager and other staff members are always on hand to liaise with parents and to monitor the well-being of the children. Therefore, there is minimal impact on children's high level of emotional security. However, the introduction of a second constant person that children and parents can approach will further support children's emotional well-being, particularly when they begin attending. Children behave well. This is because staff consistently use positive behaviour techniques to manage behaviour. They frequently praise children in order to boost their self-esteem and are excellent role models as their calm and polite manner sets a good example for children. This creates a harmonious environment where children learn to successfully solve conflicts independently.

Staff provide ample opportunities for children to learn about personal safety and take age and developmentally appropriate risks. For example, they know to take care as they climb steps and are encouraged to have a go at sliding down a pole. Children's health and well-being is effectively promoted. Children have consistent access to the very well resourced and inviting outdoor environment that inspires them to be active and interested in outdoor learning. Children develop strong physical skills as they learn how to ride bikes and scooters within the marked out road. They negotiate the space very well and stop at the give way junction for their friends to safely cross. Children also have daily access to the adjacent school's playground. This allows them to run freely and take part in team games requiring increased space. Good hygiene practices are in place to protect children and ensure they stay healthy. For example, staff encourage them to wipe their own noses and dispose of the tissue correctly. Children receive a very good range of healthy nutritious snacks. Staff place a strong emphasis on encouraging children to develop a wider range of tastes. As a result, children learn the habits of a healthy lifestyle.

The learning environment is organised into different zones and there is a good range of quality toys and resources, including those that reflect the cultural diversity of different communities. Low-level furniture and storage units enable children to access toys and equipment independently. Well established links with the local primary school and visits to the school enable children to meet their prospective teachers ready for when they transfer at the end of the school year. Staff also plan activities based around exploring the children's thoughts and feelings to support them emotionally. For example, they try on their new uniforms and share photographs of their new school. This effective practice helps children to view their move as a positive adventure. Children's sense of responsibility is enhanced as they take it in turns to care for the pre-school's pet fish and snails. They also develop good independence and self-care skills as staff encourage them to manage their own clothing. For example, they put on their coats and wellingtons before playing outside. As a result, children are learning practical skills that help to prepare them for their move to school.

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

The enthusiastic manager and pro-active committee work closely to ensure that the pre-school is well organised and that daily routines operate smoothly. They have a good understanding of their responsibilities in meeting the requirements of the Early Years

Foundation Stage. Staff are all checked to ensure they are suitable to work with children. They all hold a current Disclosure and Barring Service check and regularly sign to say that there have been no changes to their circumstances, which may affect their ability to work with children. Safeguarding is good because the staff and the manager have a clear understanding of the procedures to follow if they have concerns about a child. They have attended relevant training to support practice and the manager and deputy have attended further training to fulfil their roles as the designated safeguarding persons. Comprehensive policies and procedures are in place for staff and are effectively shared with parents. Strict rules cover the use of mobile phones and cameras in the pre-school. Access to the premises is carefully monitored and no person can enter the premises unannounced as there is a key code operated door. Risk assessment procedures are thorough and professionally considered. Children, therefore, play and learn in a safe and secure environment. Robust recruitment, vetting and induction procedures are implemented and staff performance is managed through regular supervision meetings and annual appraisal. Training needs of staff are identified and there is strong commitment to continuous professional development for the benefit of the children attending. As a result of recent training, staff have an increased understanding how to specifically engage boys in play, by allowing them more opportunities to express their ideas.

The educational programmes are thoroughly monitored, this ensures they promote opportunities across all areas of learning and children enjoy their experiences and make good progress. Where gaps are identified, staff are quick to respond by providing focussed activities to help children develop their skills. The pre-school is led and managed extremely positively, which means staff moral is very high. It strives for quality through systematic and inclusive self-evaluation. This is achieved through staff meetings, thank you cards and questionnaires seeking parental views, and listening to children. As a result, the manager and committee team is well-informed how to continue to move the pre-school forward. Good links with the local authority has proved influential in making significant improvements to effectively address the recommendation and actions raised at the last inspection. For example, targeted training has improved the quality of teaching, enabling staff to make accurate assessments and precisely plan challenging learning experiences for children. Skilful use of specific behaviour management techniques now helps children to resolve conflicts for themselves. Focussed plans are in place for future improvement. These include working with a charity to further enhance the natural area in the outdoor environment. All changes are considered in relation to the benefit that they will bring to children.

There is a real sense of community spirit between parents and staff at this pre-school, where staff and parents are regarded as equal partners in their children's life while at the pre-school. Parents are warmly welcomed into the pre-school to share their experiences and skills with the children. They are very positive about the care their children receive. Parents appreciate the regular updates they receive from staff. They explain how they have a lot of confidence and trust in the staff, and that their children are thriving because they feel safe and happy. Partnerships with other early years settings that children attend and external agencies, such as the local children's centre is good. Therefore, information is shared effectively to enable continuity of care and learning, and children receive timely intervention when it is required.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	31
Name of provider	Humpty Dumpty Pre-School Committee
Date of previous inspection	07/01/2014
Telephone number	01223 237 504

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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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