

Humpty Dumpty Pre-School (Colchester)

Brinkley Grove Primary School, Rawlings Crescent, Highwoods, COLCHESTER, CO4 9GF



Inspection date	1 December 2015
Previous inspection date	15 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good knowledge of how children learn. They provide children with a wide range of opportunities to develop their imagination and creativity. Children regularly engage in role play and build on their understanding of the world around them. They develop their independence in creating their own stories and artwork.
- Children form close, caring bonds with their key person, other staff and each other. Staff provide a warm and welcoming environment where children feel safe, happy and secure. Children learn to share, have good manners and form good social skills.
- The manager closely checks all children's individual progress and regularly monitors the progress that groups of children are making. She uses this information effectively to identify any gaps and then takes prompt action to address these. Outcomes for all children continue to improve.
- Staff form successful partnerships with parents and liaise with them regularly about the progress their children are making. Staff welcome parents' views and incorporate them into assessments of children's development. Parents are effectively supported to extend their children's learning at home.

It is not yet outstanding because:

- Staff sometimes miss opportunities to build on children's critical-thinking skills.
- Staff's professional development plans are not always sharply focused enough to achieve and maintain an even higher quality of teaching.

What the setting needs to do to improve further

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

- provide children with more opportunities to think about why things happen and how things work
- extend professional development plans and opportunities for staff to share best practice, sharpening the focus on raising the quality of teaching to even higher levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. The manager and provider implement thorough and robust recruitment procedures, ensuring that staff are suitable to work with children. Risk assessments are reviewed on a regular basis and staff carry out daily checks of the premises and effectively promote children's safety. The well-qualified manager and staff routinely evaluate the running of the pre-school. They adapt plans and procedures accordingly to continue to improve outcomes for children. The manager welcomes the views of parents, children, staff and other professionals, and includes these in her focused and driven improvement plans. Staff have the full support of the manager. They are offered regular training and meetings to review their practice.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of what they can do. Staff use this information to plan activities that are suitably matched to children's learning needs and interests. Staff support disabled children and those with special educational needs well. They liaise regularly with parents and health professionals to ensure consistency in the support children receive. Staff are passionate about building on children's understanding of the world around them. They encourage children to discover wildlife and nature, and extend their knowledge of this through literature and play activities. They skilfully incorporate numbers into activities and effectively promote children's mathematical skills.

Personal development, behaviour and welfare are good

Staff have high expectations of children's behaviour. They encourage children to show care and concern for each other and gently remind them of the reasons why they follow the pre-school rules. Staff skilfully support children to become independent in assessing their own safety while staff are close by. Children are provided with healthy snacks and water. Staff offer parents workshops on healthy eating and provide them with recipes they can use at home. Staff effectively raise children's confidence and self-esteem through regular praise and celebrations of their achievements. Children have daily access to fresh air and physical exercise. Staff are skilled in developing children's understanding of the effects of exercise and excitement. They use activities, such as pretending to be doctors, to encourage children to listen to their heartbeats.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Most children exceed the typical progress expected for their age. They are well prepared for the next stage in their learning, including school. Children who speak English as an additional language are supported well with their communication and language skills. Staff provide resources, such as pictures of daily routines, to promote their understanding. They obtain information from parents about the children's home languages so they can use key words with them in their play.

Setting details

Unique reference number	EY418427
Local authority	Essex
Inspection number	851930
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	41
Name of provider	Humpty Dumpty Pre School (Colchester)
Date of previous inspection	15 September 2011
Telephone number	01206835155

Humpty Dumpty Pre-School (Colchester) was registered in 2010 and is one of two pre-schools that are owned and managed by the provider. The pre-school is situated within the grounds of Brinkley Grove Primary School. It employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm and 12.45pm to 3.45pm, with a lunch club from 12.15pm to 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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