

Humpty Dumpty Pre-School (Colchester)

Bluebell Resource Centre, Jack Andrews Drive, COLCHESTER, CO4 9YN



Inspection date

23 March 2016

Previous inspection date

7 June 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 provide a very well resourced and stimulating environment that enthuses, engages and motivates children to learn. This has a very positive impact on their well-being and sense of self-esteem as they enjoy playing and exploring the environment.
- The quality of teaching is consistently strong. Staff engage children in positive interactions, effectively supporting their communication and language skills. They get down to the children's level, add new words into their vocabulary and support children to talk in more complex sentences.
- Staff have high expectations for children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Children feel happy and settled as they follow familiar routines. Staff give them time to process and understand when it will be time to move on to the next activity.
- The manager has high expectations of staff. She carries out thorough monitoring of their practice. Staff are offered regular training to meet the children's needs and for their own professional aspirations. Staff feel valued and recognised for their hard work. They are given responsibilities for sourcing new ideas for activities and implementing them into the curriculum.

It is not yet outstanding because:

- Partnerships with the other settings that children attend are not fully developed in order to consistently support children to make the best possible progress.
- Staff sometimes miss opportunities to help children learn how to negotiate with one another so they can manage this independently.

What the setting needs to do to improve further

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

- strengthen partnerships with the other settings that children attend, in order to provide a higher level of consistency in their learning and development
- help children to develop the strategies they need to independently negotiate and cooperate with each other to solve problems.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager and administrator. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

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. Staff carry out robust risk assessments and daily checks of the premises to keep children safe. The manager monitors the progress of individual and groups of children. She takes swift action to address any gaps that are emerging. The manager evaluates all aspects of the pre-school. She actively seeks the views of staff, parents, children and other professionals to help shape her challenging but achievable improvement plans. The manager is very committed to maintaining and improving the quality of care provided and has the children's best interests at heart. Staff share regular information with parents about their children's development. Parents are effectively supported to extend children's learning at home. Parents speak very highly of the pre-school.

Quality of teaching, learning and assessment is good

The well-qualified staff get to know children well through regular observations and accurate assessments of what they can do. They use this information to plan activities that they know will excite and motivate children to learn. Children develop a good imagination and a strong understanding of the world around them. They actively take part in activities, such as pretend-play baking. Children experiment with a wide range of textures, ingredients and resources. They become thoroughly engaged as they pretend to bake cakes with spices, rice and dough. Staff are skilled in knowing when to step in to extend children's learning. They weave in opportunities to incorporate numbers into activities. For instance, while children line up cardboard boxes to make a train, staff encourage them to count the boxes and use mathematical words, such as small and big. Staff support disabled children and those with special educational needs well. They share regular information with parents and health professionals to ensure children's needs are met.

Personal development, behaviour and welfare are good

Children form warm, caring bonds with their key person, other staff and one another. The caring staff support children to settle well. They keep in regular contact with parents about routines and the children's care needs. Staff are knowledgeable of how to meet the needs of children with dietary requirements and allergies to ensure they are protected from harm. Children have plenty of opportunities to experience fresh air and physical exercise. Staff encourage children to make healthy decisions about food. They support children to decide which food is healthy, unhealthy or which should be eaten in moderation.

Outcomes for children are good

All children make good progress given their starting points and capabilities, including those children for whom the setting receives additional funding. Children who speak English as an additional language become confident communicators, along with their peers. Children develop good independence skills. They attend to their own personal care needs and freely choose activities they would like to take part in. All children are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY418356
Local authority	Essex
Inspection number	851924
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	57
Name of provider	Humpty Dumpty Pre School (Colchester)
Date of previous inspection	7 June 2011
Telephone number	01206845794

Humpty Dumpty Pre-School (Colchester) was registered in 2010 and is one of two privately owned pre-schools. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. It also employs an administrator. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small number of disabled children and those who have special educational needs, and children who speak English as an additional language.

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