

Humpty Dumpty's Easton Pre-School



St. Peters C of E Primary Academy, Marlingford Road, Easton, NORWICH, NR9 5AD

Inspection date	21 June 2016
Previous inspection date	13 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider does not ensure that the correct procedures are robustly followed to enable Ofsted to confirm the suitability of new committee members. This demonstrates a weakness in the leadership and management of the pre-school.
- Staff do not consistently use children's ideas to fully extend their learning. They miss opportunities to engage children to think more deeply and develop their imagination during activities.
- Partnership working with other settings children attend is not fully effective in supporting children's ongoing learning and development.

It has the following strengths

- The manager regularly reflects on what is provided for children. She seeks the views of parents and children to help her identify areas of practice to improve, in order to benefit all of those who attend.
- Staff and parents work closely together to support children's learning in the setting and at home. Parents comment positively about the pre-school and feel valued and involved in children's learning.
- Children build secure relationships with staff. Staff support children's confidence and self-esteem, and regularly use their ideas during play.
- Children are confident and independent learners. They develop good social skills as they play and interact with their friends. They demonstrate imagination as they make up their own games and stories, and immerse themselves in play-based learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure procedures are secure, current and robustly followed to enable Ofsted to confirm the suitability of all members of the committee in a timely manner. 21/07/2016

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

- enhance children's learning and make the most of opportunities to fully extend their interest and imagination, to help them develop keen critical-thinking skills
- enhance the current system for sharing information with other settings children attend and regularly share quality information to fully support children's learning and development across both settings.

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 provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector sampled a range of other documentation, including the learning and development records of children, and the pre-school's policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

All committee members have obtained Disclosure and Barring Service checks. However, robust systems are not in place to provide Ofsted with the required information to confirm the suitability of the committee members. They have not followed the guidance given and appropriate checks have not been made to ensure their suitability. However, the impact on children is minimised as they do not have unsupervised access to, or regular contact with, children. Also, they do not have access to any confidential information. It nevertheless demonstrates a weakness in their understanding of the roles and responsibilities of the committee. Sound procedures are in place for the recruitment of staff and their ongoing suitability is regularly confirmed. The arrangements for safeguarding are effective. Staff demonstrate a secure understanding of the procedures to follow if they are concerned a child is at risk of harm. The manager offers ongoing support to staff, who are committed to their ongoing professional development. They are keen to improve their knowledge and skills to directly benefit the children who attend.

Quality of teaching, learning and assessment is good

Staff know the children well. They regularly observe children and use the information gathered to plan interesting and challenging activities to promote children's learning. Staff have systems in place to accurately track the progress children make. This helps them to target specific areas in which children require additional support. Children are keen to join in activities. They follow instructions well as they make their own play dough. They are inquisitive and ask questions. However, sometimes staff do not fully extend children's learning and encourage them to explore their answers further. Secure systems are in place to support children as they move to school. The staff work closely with the school to prepare children for the move, physically and emotionally. However, more can be done to support those children who attend other settings. Information currently shared is limited and does not fully support children's learning across both settings.

Personal development, behaviour and welfare are good

Children have plentiful opportunities outdoors in the stimulating environment. They run, balance and jump to promote their physical well-being. They choose healthy options at snack time and understand that what they eat gives them energy to play. Children learn to manage risk safely and identify that they have to be careful when tapping nails into a corkboard because they are sharp. They know to pick any up that fall on the floor and put them away safely. Children behave well and are familiar with routines. Clear messages are given by staff, and children abide by rules and boundaries. Staff quickly intervene to support children when needed. Staff promote children's good behaviour. They regularly praise children, such as when they take turns and share resources with their friends.

Outcomes for children are good

Children make good progress in their learning and are keen and active learners. They learn to recognise number and count at every opportunity. Children regularly practise writing their name and recognise letters. These are key skills which help to prepare them for the next stage in their learning, such as school.

Setting details

Unique reference number	EY427364
Local authority	Norfolk
Inspection number	852778
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Barford Playgroup Committee
Registered person unique reference number	RP523809
Date of previous inspection	13 September 2011
Telephone number	01603880553

Humpty Dumpty's Easton Pre-School was registered in 2011. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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