

Humpty Dumpty's Easton Pre-School



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

Inspection date	28 February 2017
Previous inspection date	21 June 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- The committee and the staff team are committed to providing children with high-quality care and education. Since the last inspection, effective changes have been made to assess the suitability of new committee members and to ensure that all of them have a clear understanding of their roles and responsibilities.
- Partnerships with parents are excellent. Parents share information about their children and contribute well to their initial assessments. Staff update parents regularly on their children's progress and advise them how they can support their learning at home.
- Staff provide a warm, caring environment that welcomes children and their families and promotes respect and equality. They work closely with parents to ensure they develop a clear understanding of each child's individual care needs and interests.
- Children have daily opportunities for exercise and fresh air. These help to promote their good health and support their physical well-being.
- Staff develop effective partnerships with the host primary school. They regularly exchange information with the other early years settings children attend and work collaboratively to support their good progress.

It is not yet outstanding because:

- On occasions, staff complete tasks that children could undertake for themselves. This does not help children to make use of every opportunity to consolidate and extend their independence skills.

What the setting needs to do to improve further

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

- extend opportunities for children to take on more responsibility for carrying out small tasks for themselves, in order to extend their learning further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff routinely monitor all children's progress, identifying any gaps in learning and providing additional support when necessary. Staff effectively spend additional funding, such as the early years pupil premium, to help to promote children's development. Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and know what to do should they have any concerns about children's welfare. The management team undertakes rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Clear policies and procedures are in place to guide staff. The management team supports staff to attend additional training to extend their knowledge and acquire new skills. This contributes towards effective changes in teaching practice and has a positive impact on children's learning and development.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They carefully organise the environment to provide children with a balanced range of learning activities. Children confidently move around, choosing what they would like to do next. Staff interact purposefully, getting down to the children's level and joining in with the play. Staff engage children in meaningful conversations and skilfully ask questions to build on what they already know. They give children time to process questions before answering, enabling them to solve problems for themselves. Staff are flexible in adapting activities to help children to remain interested. For example, they encourage children to add red, green and blue food colouring to the play dough mixture to see if it will make 'rainbow' coloured dough.

Personal development, behaviour and welfare are good

Staff are friendly, approachable and support children to settle well. Children enjoy playing alongside staff and are comfortable and confident. They are familiar with the daily routines. On arrival, children find their name card to self-register and choose what they would like to play with. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff praise children to recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. Children follow good hygiene routines. They enjoy a range of healthy snacks and experience sociable mealtimes. Staff pay close attention to health and safety. They are all trained in first aid and remain vigilant during the sessions, ensuring a safe and secure environment for children.

Outcomes for children are good

Children develop the skills needed to help them to prepare for the next stage in their learning, such as starting school. They make friends and learn how to share and take turns with popular resources. Children show good listening and attention skills and follow instructions well. They eagerly join in with familiar phrases and actions during group singing and story activities. Children have many opportunities to develop early writing and counting skills. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY427364
Local authority	Norfolk
Inspection number	1055415
Type of provision	Sessional 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	22
Name of registered person	Barford Playgroup Committee
Registered person unique reference number	RP523809
Date of previous inspection	21 June 2016
Telephone number	01603880553

Humpty Dumpty's Easton Pre-School was registered in 2011. The pre-school employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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