

Humpty Dumpty Pre-school

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



Inspection date	16 October 2017
Previous inspection date	4 December 2014

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 work extremely well together. They have high morale and each staff member strives to do their best for the children. They are enthusiastic, trained well and provide children with challenging and well-tailored learning opportunities. This helps all children to make at least good progress in their learning.
- Parents are complimentary about the pre-school. An effective exchange of information between parents and staff helps to support continuity in children's care and learning. Staff work particularly well with those parents whose children need extra help.
- Managers and staff have established good links with the host school. Visits to the school and regular communication with teachers helps children to transfer into their Reception classes with confidence.
- Children build close bonds with staff, who are caring and attentive to their needs and interests. Staff teach children to share, take turns and help them to develop the social skills they need for school.

It is not yet outstanding because:

- Managers have not yet fully embedded the tracking and monitoring of different groups of children to help them to enhance the provision and raise the outcomes for children.
- Staff do not make the most of all opportunities to extend children's understanding of mathematical concepts, such as matching, sorting and comparing shape and size.

What the setting needs to do to improve further

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

- strengthen the tracking and monitoring of the different groups of children, to help enhance the learning environment and raise the outcomes for children
- make the most of all opportunities to extend children's understanding of mathematical concepts, such as matching, sorting and comparing shape and size.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, she assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager. She had a meeting with the manager and a representative of the management committee.
- The inspector took account of parents' views by talking to them during the inspection and reviewing the outcomes of parent surveys.
- The inspector looked at a range of documents, including evidence of staff suitability and training, children's records and the pre-school's self-evaluation.
- The inspector talked to children and staff at convenient times during the inspection.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff attend child protection training regularly. They have a secure knowledge of the action to take if there are any allegations made against a member of staff. Clear procedures are implemented that help staff to identify and address any concerns about a child's welfare. Staff supervise children closely as they play and ensure the premises are safe and secure. Managers provide regular supervision meetings for staff and support their professional development. Staff make good use of their training. For example, since a workshop about how boys prefer to play, resources have been reorganised to engage them more in mark-making activities. Staff make regular assessments of children's individual progress. These are shared frequently with parents so there is a mutual understanding of children's current attainments.

Quality of teaching, learning and assessment is good

Staff know the children well and use their knowledge to plan activities that reflect children's individual interests. For example, children have fun in the mechanics area taking apart a toy car with spanners and wrenches. Children's motivation is boosted as staff introduce new and exciting learning opportunities. Children delight in carving up pumpkins, using their physical skills to manipulate table knives safely. Staff encourage them to explore the textures and talk to them about how pumpkins grow. Staff promote children's early literacy skills well as, for example they teach them the sounds of the letters in their names. Staff engage children in fun games, such as guessing the hidden object. Children excitedly speculate whether it is the pony or the pen that has been hidden.

Personal development, behaviour and welfare are good

Resources are plentiful and are easily accessible to the children, enabling them to make independent choices. Staff set up activities each day that have been chosen by the children. This helps them to settle quickly on arrival as they explore the activities. Parents provide detailed information about their children when they first start. This helps staff to meet children's individual needs from the outset. Good communication with other settings the children attend supports continuity in their care and learning. Children learn practical skills, such as putting on coats and boots for outdoor play. They play outdoors for much of the time, benefiting from plenty of fresh air and active exercise. Staff praise children for kindness and sharing, helping them to develop good behaviour.

Outcomes for children are good

Children make good progress in their learning. They develop the skills they need for school. Children demonstrate good listening and attention skills. They enjoy group story times and wait patiently for their turn during circle games. Children understand the routines and join in readily when it is time to tidy away before they go home. Older children competently express their ideas and interests in drawings, which are added to the planning of the activities.

Setting details

Unique reference number	221779
Local authority	Cambridgeshire
Inspection number	1103217
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	24
Name of registered person	Humpty Dumpty Pre-School (Oakington, Cambridge) Committee
Registered person unique reference number	RP517182
Date of previous inspection	4 December 2014
Telephone number	01223 237 504

Humpty Dumpty Pre-school registered in 1992 and is managed by a voluntary committee. The pre-school opens from Monday to Friday, during school term times. Sessions are from 9am until 3pm, Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs six members of childcare staff. All hold appropriate early years qualifications at level 3.

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