

Humpty Dumpty Pre-school



All Saints Church Hall (The Thomas Smith Hall), 1 Sutton Road, SOUTHEND-ON-SEA, Essex, SS2 5PA

Inspection date 17 November 2017
Previous inspection date 21 May 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 are very experienced and well qualified. They are very attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Staff ensure that learning environments are inviting and highly engaging, both indoors and outside. Children have good opportunities to be creative. They experiment with a range of tactile sensory materials and use their imagination in role-play scenarios.
- Staff provide regular opportunities to involve parents in their children's learning. They offer daily discussions, invitations to events and give ideas to help parents to continue their children's learning at home.
- The manager and staff have established effective partnerships with other early years professionals and outside agencies. This helps them to take prompt action to help to secure the support children and families need.

It is not yet outstanding because:

- Although an effective system for tracking individual children's progress has recently been introduced, the arrangements for analysing the progress made by the different groups of children are still being developed.
- Monitoring and self-evaluation are not yet highly ambitious and targets for improvement are not focused enough on improving the already good practice to first-rate levels.

What the setting needs to do to improve further

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

- strengthen further the existing tracking system, in order to analyse any variations in the progress made by different groups of children and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- build on the already good practice and use monitoring and self-evaluation even more effectively to identify ambitious targets to help to develop first-rate teaching practice.

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 carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure understanding of child protection issues. They receive updates and further training which help them to keep abreast of changes to safeguarding legislation. Children are closely supervised and staff demonstrate a good awareness of security. Effective procedures are in place to ensure that the play environments remain safe for children. For example, staff use walkie-talkies as they escort children between the indoor and outdoor play areas. Staff receive regular supervision meetings that provide suitable opportunities to discuss their performance and training needs. Parents say they particularly appreciate how the staff help their children to develop their confidence and social skills.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They carry out effective observation, assessment and planning to ensure that learning experiences build on the children's individual interests and capabilities. Staff encourage children to try new things and acquire new skills. They are skilled at talking with children. They extend children's existing knowledge and introduce them to new words. The staff team has also recently become involved in a local pilot scheme to help boost communication further and give children a better start in their language development. All children have daily opportunities to develop their physical skills. They are keen to play in the outdoor area and take part in activities to help their hand-to-eye coordination and early writing skills.

Personal development, behaviour and welfare are good

Children settle quickly and leave their parents confidently as they enter the pre-school. Their good health is promoted well. Children eat nutritious snacks, provided by parents and supported by staff. They follow well-organised routines that encourage them to show consideration for their own safety and that of their friends. Children practise emergency evacuation drills and learn about road safety. They behave responsibly as they walk along the pavement to the outdoor area. Children demonstrate good manners. They are ready to take turns and willingly share the play equipment. Staff consistently praise positive behaviour and gently remind children of the rules of the pre-school. Staff also encourage children to develop an understanding about the wider world. The stimulating resources reflect positive images of different families, communities and traditions.

Outcomes for children are good

Children make good progress. This includes children who speak English as an additional language and those who have lower starting points. They are inquisitive and eager to explore. Children make friendships and develop their independence and self-care skills. They show interest in books and their mathematical development is well supported. Children increase their awareness of number, size, volume and capacity during activities. They are developing their ability to listen, maintain attention and follow instructions very well. This helps to prepare them for when they move on to full-time education in school.

Setting details

Unique reference number	119484
Local authority	Southend on Sea
Inspection number	1101775
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Humpty Dumpty Pre-school Committee
Registered person unique reference number	RP523780
Date of previous inspection	21 May 2014
Telephone number	07984 879986

Humpty Dumpty Pre-school registered in 1993. The pre-school employs six members of childcare staff. Of these, one member of staff holds a qualification at level 5, one member of staff holds a qualification at level 4, three staff hold a qualification at level 3 and one member of staff holds a qualification at level 2. The pre-school opens during school term times on Monday, Wednesday and Thursday from 9.30am to 1.30pm and on Friday from 9.30am to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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