

Inspection of Humpty Dumpty Pre-School (Colchester)

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

Inspection date: 10 December 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe and secure in this welcoming pre-school. They form friendships and delight in playing 'peekaboo' and chatting with friends through the windows of the wooden castle outside. Children are kind and helpful. They assist staff in clearing up after snack time by sweeping the floor and using a dustpan. Staff celebrate children's successes, such as being particularly thoughtful or achieving something new, with a 'Humpty Award'.

Children become increasingly independent. They rush to put their coats on themselves and line up to go outside. Children are eager to play in the garden and select their favourite ride-on toys. They carefully step and jump between stepping stones. Children practise their balancing skills as they move steadily along balancing beams. They confidently move around the garden on balance bikes and tricycles.

Staff have high expectations for all children. They work closely with parents and other professionals to provide children with the support they need to progress and develop. Children develop attitudes and skills to support their future learning. For example, they request their favourite books and become confident communicators. They have detailed conversations with staff about things they have done or seen at home.

What does the early years setting do well and what does it need to do better?

- The manager uses feedback from parents and reflections from staff to help her evaluate the effectiveness of the service. She uses this information to make changes and improvements. This has recently resulted in extra events for parents and the introduction of notebooks for families to share special events and children's learning from home.
- Children begin to understand the sounds associated with different letters. Staff teach children the 'letter of the week' and share different pictures of words beginning with that letter sound. Children recognise the letter and recall lots of different words beginning with its sound. Older children begin to recognise the letters in their name. They show interest in making marks and delight in using adults' pens to 'do writing'.
- The manager ensures staff can access training in a range of ways, including through an online portal. Staff report this is positive as it means they can access a wider range of training to learn about new ideas or approaches. The manager also ensures that staff receive time within their usual workday to complete paperwork. This helps staff to maintain a positive balance between work and their home lives.
- Staff promote children's emotional well-being effectively. They use a flexible

settling-in process to tailor each child's first sessions to their individual needs. This helps children to settle quickly and to feel secure. Children build warm bonds with staff and are eager to arrive at the pre-school. Parents praise the supportive staff and comment on the range of varied activities their children enjoy. They appreciate the regular progress reports they receive and look forward to parents' evenings.

- Staff promote good hygiene practice with children. They encourage children to manage their self-care, such as independently washing their hands after using the toilet and before meals and snacks. However, staff do not use opportunities consistently well to promote children's knowledge of healthy food and the effect that different foods have on their bodies.
- Staff are skilled in supporting children's social skills. They encourage children to take turns and to think about others' feelings. Staff make the most of opportunities to praise children and notice their positive behaviour. They share clear expectations, such as the pre-school's 'golden rules'. As a result, children are well behaved.
- Children develop confidence and curiosity from an early stage. They show a keen interest in group games and activities. For example, children listen carefully and pay close attention to staff's actions during a whole-group game of 'what's in the box?'. However, there are times when smaller-group activities are not organised to maximise children's listening and attention skills. This means some children become distracted or disengaged.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a robust understanding of the procedures to follow should they have concerns about a child's welfare. They have attended training to support them in recognising the possible signs and symptoms of abuse, and confidently describe the action they would take if they had concerns regarding a colleague's practice. Appropriate security systems are in place that include the signing in and supervision of any visitors. Staff use a password system to help check the identity of adults and enhance children's safety on occasions when they are not collected by their main carers.

What does the setting need to do to improve?

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

- make greater use of opportunities to teach children about the importance of healthy eating and the effect that food has on their bodies
- review the organisation of small-group activities to fully support children's sustained concentration and engagement.

Setting details

Unique reference number	EY418356
Local authority	Essex
Inspection number	10074643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Humpty Dumpty Pre School (Colchester)
Registered person unique reference number	RP530213
Telephone number	01206845794
Date of previous inspection	23 March 2016

Information about this early years setting

Humpty Dumpty Pre-School (Colchester) registered in 2010 and is run alongside another pre-school of the same name, based at Brinkley Grove Primary School. The pre-school employs nine members of childcare staff, eight 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.

Information about this inspection

Inspector

Kate Oakley

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 manager took the inspector on a walk around all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019