

# Inspection of Humpty Dumpty Pre-School

All Saints Centre, New Road, Mitcham, Surrey CR4 4JN

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Inspection date:

14 October 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children are happy and enjoy coming to nursery. They arrive happily in the morning and staff greet them warmly as they welcome them into the setting. Children develop happy and secure relationships with a longstanding team who know the children and families well. At times, some children struggle to understand and manage their emotions. Staff are inconsistent in their approach to supporting children with this, particularly when this leads to challenging or disruptive behaviour. For example, children are given a 'time out' if they continue to show disruptive behaviour. However, staff lack the understanding that this is not age appropriate for all children. They discuss how their training tells them to speak to the children about their actions and guide children in what is expected of them. Despite their training, staff do not do this.

The quality of teaching is variable within the nursery. Staff expectations of children do not consistently consider the ages, development and stages of children in the setting. As a result, the quality of education that children receive is not sufficient to meet all children's range of needs. Some staff set up the learning environment in a way that is interesting, and children enjoy taking time to explore it.

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

- The leadership team does not implement a curriculum that is focused on helping children to work towards their next steps in learning. While staff and the leadership team carry out assessments of children's development, they are unsure what they want children to learn based on this. As such, activities that they plan lack learning intentions and children have limited opportunities to gain new knowledge.
- Children enjoy making choices about what they want to play with and how. They often follow their own ideas and independently access their favourite resources, such as a dinosaur role-play area, art area, book corner and a role-play area with a range of diverse dolls and resources.
- Some children who speak English as an additional language do not receive consistent support from staff to further their communication and language skills. Staff successfully promote the range of diverse cultures in the setting and gather words in the children's home languages from parents. These are not effectively used by all staff. This means that some children have more opportunities to develop their use of language than others.
- Staff show some understanding of how to create a learning environment based on what the children show interest in. However, there are times when they do not use this to further extend and challenge children's development. For instance, in the garden area, staff set up a range of activities but they do not understand what the children will learn from these activities or how to use them

to promote children's development.

- Parents are generally happy with the setting and value the information they receive about the activities their children take part in. However, some parents feel they do not get enough information to keep them up to date with their children's learning and development. In addition, they do not receive support or encouragement to further children's learning at home.
- Children's personal development is supported well. Staff role model manners, consistently using 'please' and 'thank you' when speaking with the children. During snack and mealtimes, the children use their manners with the staff and each other. Children are taught about turn taking. They use a sand timer to demonstrate how long is left for each child's turn at an activity and happily move on when their turn has ended.
- Staff support children to learn to become independent and develop skills to take care of their own needs. Children serve themselves and pour their own water. They prepare their own fruit at snack time. They go to the toilet independently and wash their hands, practising their self-care skills as part of their daily routines. This helps to support them in preparation for the next stages in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff in the setting supervise children effectively. The manager frequently meets with other professionals and shares information effectively to keep the most-disadvantaged children safe. The provider checks the suitability of adults who work with the children to promote children's welfare. The team completes risk assessments and ensures that staff deployment is effective. Training is provided to support the team's knowledge of safeguarding procedures, including if an allegation is made against a member of staff. The staff team demonstrate a good understanding of this.

## What does the setting need to do to improve?

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

	Due date
improve professional development opportunities for the staff team to develop their teaching skills	10/12/2021
ensure children's behaviour is managed in an age-appropriate way.	10/12/2021

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

- further develop partnership working with parents
- develop a consistent approach to supporting children who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	EY556493
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10214112
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Barge, Jacqueline
<b>Registered person unique reference number</b>	RP556492
<b>Telephone number</b>	07729 434226
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Humpty Dumpty Pre-school is a pack-away setting that re-registered in 2018. It is located in Hackbridge, in the London Borough of Sutton. It operates during term time from Monday to Friday, 8.30am to 3.30pm. Children are able to attend all day, as well as either morning or afternoon sessions. There are nine members of staff, seven of whom hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Elly Richfield

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together.
- The inspector observed staff in their practice with the children and held discussions with them at appropriate times.
- Parents spoke to the inspector and shared their views about the setting.
- The inspector reviewed documents that were relevant to the inspection process.
- A meeting was held between the inspector and the manager of the setting.

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.

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