

# Inspection of Humpty Dumpty Pre-School (Colchester)

Brinkley Grove Primary School, Rawlings Crescent, Highwoods, Colchester CO4 9GF

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Inspection date: 4 February 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Children are not well protected, as the manager and staff do not have sufficient knowledge of child protection procedures. Staff do not plan a challenging and stimulating curriculum that encompasses all children's interests and learning needs. Toys and resources remain unchanged for the duration of the day. As a result, some children who attend for the whole day tire of the resources and activities by the afternoon. Children with special educational needs and/or disabilities (SEND) are not effectively supported to make the best progress. Children are not able to freely access fresh drinking water, as a result many children only have a drink at set snack and mealtimes. Children rarely play outdoors during cold or wet weather, as staff do not make effective use of the pre-school garden.

Despite this, children enter the pre-school confidently and quickly become engaged in play. They form small friendship groups and chat together, sharing conversations about things they do at home and developing their imaginary games. Children understand the pre-school routines. They know that they need to stop and listen when they hear the tambourine being shaken and follow the staff's instructions. Children giggle as they enthusiastically dance to the 'Friday song'. They show off their 'cool' moves and sing along to the words.

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

- While staff receive some supervision, these arrangements are not effective enough to enable the manager to monitor and address weaknesses in staff practice. The manager does not have effective arrangements for recording complaints from parents, therefore, there is no evidence to show what action, if any, has been taken to address concerns.
- The directors have a very poor understanding of their responsibilities under the Statutory framework for the early years foundation stage. They do not know how to monitor the manager's practice. Therefore, they are not able to identify concerns and act on them. Consequently, the quality of practice and staff's safeguarding knowledge at the pre-school are poor.
- Some children with SEND are effectively supported within the setting. However, others do not receive appropriate levels of support to enable them to engage with other children. Staff do not follow the interests of these children, sometimes preventing them from engaging in an activity, when they have expressed a choice.
- The curriculum is not challenging or exciting. Staff present a selection of toys and resources, which remain out for the whole day. Children, therefore, have very few opportunities to make choices or to guide their own play. Children also have limited access to creative materials, other than the activities organised by staff. Therefore, their opportunities to freely express themselves are poor.

- Children's physical development is not effectively promoted. Children do not have access to fresh drinking water and no cups are provided, even though there is a water dispenser within the pre-school room. Staff do not provide daily fresh air and exercise during the cold weather. The garden is rarely used in winter, even when children show an interest in going outdoors. Staff do not use the information they know about children well enough. For example, they acknowledge that some children enjoy and learn well through physical outdoor play, but do not plan this effectively within the curriculum.
- Parents are, generally, happy with the care their children receive. They state that their children enjoy attending the pre-school and have good relationships with the manager and staff. Most parents know who their child's key person is and say that they receive clear information about how their child has been each day.
- During the COVID-19 national lockdowns, the manager and staff kept in regular contact with the families who could not attend the setting. They offered ideas for activities parents could do at home with their children. On return to pre-school, staff supported the children to develop their social skills and form friendship groups.
- Children enjoy exploring with magnets. They move around the room testing whether items are metal. Staff encourage and facilitate this play, however, they do not extend children's understanding further, for example, through clear explanations about how magnets work.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager who is also the designated lead practitioner for safeguarding does not demonstrate robust knowledge of her responsibilities. She does not follow correct safeguarding procedures when there are concerns about staff's practice. Staff demonstrate weak safeguarding knowledge. The trustees have not received safeguarding training to enable them to direct the manager and staff or ensure that procedures are followed correctly.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
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implement an up-to-date policy and procedures to safeguard children, that takes into account the relevant local safeguarding partner's guidance	03/03/2022
ensure the lead practitioner for safeguarding completes appropriate training that helps them recognise, act on and respond to any child protection concerns and allegations	03/03/2022
train all staff to understand their safeguarding responsibilities and to ensure that they have current knowledge of signs that would cause them concern about a child's welfare and the procedures to follow	03/03/2022
ensure that fresh drinking water is available to children at all times	03/03/2022
make sure children have access to daily outside play to help support their physical health and well-being	03/03/2022
ensure that arrangements to support children with special educational needs and/or disabilities are in place and are effective, taking into account the individual children's needs and interests	03/03/2022
ensure that staff including the manager receive regular and effective supervision and coaching to help them to improve their teaching skills and to monitor their safeguarding knowledge	03/03/2022
ensure leaders have a sound understanding of their roles and responsibilities to help effectively oversee the provision	03/03/2022
keep a written record of any complaints and their outcomes.	03/03/2022

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

	<b>Due date</b>
plan a broad and exciting curriculum that takes into account children's interests and provides them with challenging and stimulating learning experiences.	03/03/2022

## Setting details

<b>Unique reference number</b>	EY418427
<b>Local authority</b>	Essex
<b>Inspection number</b>	10220865
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Humpty Dumpty Pre School (Colchester)
<b>Registered person unique reference number</b>	RP530213
<b>Telephone number</b>	01206835155
<b>Date of previous inspection</b>	18 April 2018

## Information about this early years setting

Humpty Dumpty Pre-School (Colchester) registered in 2010 and is one of two pre-schools that are owned and managed by the provider. It employs four members of childcare staff. Of these, three hold appropriate early years qualification at level 2 and above. In addition, a further team of staff work at the linked setting and offer cover where required. The pre-school opens Monday to Friday during school term time. Sessions are from 9.15am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.

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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