

Inspection of Humpty Dumpty Pre-School (Colchester)

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

Inspection date: 4 February 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff show children very little respect and are poor role models for them. Children's behaviour is managed very poorly by staff. Most of children's interactions with staff involve staff shouting at them. For example, when children are laughing together in the book corner, two members of staff shout at the children to stop from across the other side of the room. Staff do not go over to the children and talk to them. Staff shout at them and walk away and sometimes point their fingers in children's faces. Staff's expectations of children are unrealistic. Children are made to sit for long periods of time in silence if staff deem the noise levels in the room to be too loud. If children make any noise during this time, staff make children sit in silence for longer. This has a negative impact on children's feelings of self-worth, confidence and general well-being. Children have very little access to fresh air and physical exercise while at the pre-school.

Children's views and interests in play are not supported. Staff instruct children how to play with toys and resources. When children do not play how staff want them to, staff shout at them. Children are not supported to develop adequate communication and language skills, particularly children who speak English as an additional language. When staff cannot understand what children are communicating to them, they walk off and leave the children alone. During snack time, children sit at tables that face the wall, and receive little interaction from staff. This does not help them to develop their social skills or vital communication skills they need for the next stage in their education. Despite this, some children are happy to approach visitors and talk to them about what they like to do at the pre-school. The skills that children do have cannot be attributed to their time at the pre-school.

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

- The directors have a very poor understanding of their responsibilities under the 'Statutory framework for the early years foundation stage' (EYFS). 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 at the pre-school is very poor.
- Although the manager is aware of some of the pre-school's failings, she does not take any action to address them. The manager does not tackle underperformance or provide staff with adequate supervision to enable them to improve their knowledge and skills. She is responsible for managing this pre-school as well as another setting owned by the registered provider.
- The way staff talk to children and manage their behaviour is unacceptable. Staff place unfair expectations on children. They expect children to keep noise levels indoors to a minimum but very rarely let children play outside in the garden.

Staff explain that if a child is too loud, they make them sit in the corner with 'no toys and no friends'. They have a very poor understanding of how to manage children's behaviour in a positive way.

- Staff do not support children's physical health and well-being. Children have very little access to fresh air and physical exercise. They very rarely get to access the pre-school garden. This is especially disadvantageous for those children who learn best outdoors.
- Children who speak English as an additional language are not supported. Staff do not understand or recognise their needs. Children who cannot speak any English are not helped to use their home language in their play. This isolates children and does not help them settle, form attachments to staff and develop their communication skills. Staff often place blame on the children for their lack of communication. For example, staff say they leave children to sit and cry with some toys as they could not communicate with them.
- Staff do not support children's communication skills. They have a poor understanding of how to talk to children to build on their language development. Staff speak abruptly to children. When they do ask them questions, it is often questions that children can only answer one or two words to. This means that children do not have opportunities to engage in quality interactions or develop their vocabulary in a language rich environment.
- Children with special educational needs and/or disabilities are not supported well. Although staff refer some concerns to outside agencies, they make little attempt to follow these up or seek the appropriate support for the children and their parents.
- Although some parents are happy with the pre-school, partnership with parents, overall, is poor. Staff do not communicate with the majority of parents about the progress their children are making or inform them about learning at home. Many parents have no contact with their children's key person. Parents who speak English as an additional language have not been included in their children's learning. Staff have made no attempt to find a way to communicate with these families, so that their children's needs can be met.
- The directors and manager do not deal with, and record, complaints that are raised. They do not record what has happened or follow up on any concerns. The directors and manager have ignored vital information that may impact on the safety and well-being of children at the pre-school.

Safeguarding

The arrangements for safeguarding are not effective.

The directors, manager and staff have a very poor understanding of safeguarding procedures. They do not know the action to take if there is a concern about a child or if an allegation is made against a member of staff. The policies and procedures in place are out of date and are not in line with current guidance and legislation. The directors and managers have failed to record vital information about staff suitability checks, including Disclosure and Barring Service check information. The directors could not provide evidence that the manager has completed the required

safeguarding training needed for her role as the designated safeguarding person.

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:

	Due date
implement an up-to-date policy and procedure to safeguard children, that takes into account the relevant local safeguarding partner's guidance	03/03/2022
ensure that the lead practitioner for safeguarding completes appropriate training that enables them to identify, understand and respond to any child protection concerns and allegations against staff	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
record information relating to staff qualifications, identity checks and vetting processes that have been completed	03/03/2022
ensure leaders have a sound understanding of their roles and responsibilities to help effectively oversee the provision	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

implement an effective key-person system to help meet each child's individual needs, to familiarise and settle them into the setting, and develop successful relationships with parents	03/03/2022
make sure staff have up-to-date knowledge on how to manage children's behaviour in an appropriate manner	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
provide parents and/or carers with information, specifically how the EYFS is implemented at the setting and how they can support learning at home	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:

	Due date
ensure children experience quality interactions from staff, in a language rich environment, so that they reach a good level of communication and language development	03/03/2022
consider the individual needs, interests, and development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development	03/03/2022

take reasonable steps to provide opportunities for children to develop and use their home language in play and learning and ensure that children have sufficient opportunities to reach a good standard in the English language	03/03/2022
explore children's skills in their home language with parents and/or carers, to establish whether there is cause for concern about language delay.	03/03/2022

Setting details

Unique reference number	EY418356
Local authority	Essex
Inspection number	10220866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	26
Number of children on roll	39
Name of registered person	Humpty Dumpty Pre School (Colchester)
Registered person unique reference number	RP530213
Telephone number	01206845794
Date of previous inspection	10 December 2019

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 seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or above. 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

Daniella Adams

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- A member of staff and the inspector carried out a joint observation of an activity.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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