

Inspection of Humpty Dumpty Pre-School (Colchester)

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

Inspection date: 18 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children are curious learners and enjoy playing outside. They explore natural resources in the mud kitchen. Children make good use of jars filled with soil, leaves, sand and bark. They carefully tip the selected 'ingredients' into bowls and old saucepans. Children mix the ingredients together, adding water from a squeeze bottle to create mud cakes or leaf lasagne. 'Recipe' cards with pictures encourage children's imaginative skills, as they role play making dinner. Children have good friendships with each other. They greet their friends with a smile as they arrive at pre-school.

Children have good levels of confidence. They freely approach staff to share their thoughts or to ask for help. They persevere to solve problems, trying again and again until they overcome the difficulties. For example, children take time to work out how to put on their aprons when they are upside down and inside out. Once suitably dressed, they sit down to paint a picture or use glue and spreaders to create sparkly artwork. Children behave well, take turns and develop good social skills. They understand the rules that are in place to keep them safe, such as using walking feet and kind hands. Children share resources with their friends and other children. They wait patiently while staff hand out drinks of cold water.

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

- The manager and staff team have made significant improvements since the last inspection. All actions set at that time are now met. Staff have regular opportunities for supervision meetings to discuss their professional development and practice. They take part in online training courses and complete research into aspects of child development that interest them. This helps to raise the quality of education and outcomes for children.
- Staff ensure that the educational programmes respond to children's interests and what they need to learn next. This helps all children to make good progress in relation to their starting points. Children who have special educational needs and/or disabilities receive timely support to help close any gaps in their development. Staff refer children to relevant local services for tailored support and individualised learning plans. They work closely with other professionals and parents to help children catch up.
- Children enjoy using their imaginative skills and small-world play, such as animals, figures, castles and farms to recreate experiences from home and act out their ideas. However, staff have not fully developed ways to enable children to independently access additional resources to further extend their imaginative play.
- Partnerships with parents are strong. Regular opportunities for information sharing between staff and parents help to promote continuity in children's care,

learning and development. Parents are very happy with the progress their children have made in relation to their starting points.

- Children enjoy listening to stories read to them by staff. They eagerly respond to questions the staff ask and try to guess what happens next. Children recall key phrases in the story. However, staff have not reviewed the range of books available to help children learn to appreciate a wide range of literature. This means that children do not have opportunities to explore a wide range of books to help them learn that some books carry information, while others tell a story.
- Links with local school teachers are good. Teachers visit the pre-school to meet children who are due to start school in September. In addition, booklets about each school encourage children to become familiar with the new environment. This helps them to develop confidence in the next stage of their learning. Assessments of children's progress and achievements are shared with teachers prior to children starting. This helps teachers to plan ahead for children's different stages of development and abilities.
- Children have good concentration skills. They enjoy the challenge of trying to guess what object staff have removed from the selected toys. Children quickly identify which object is missing and show pride when staff reveal that they are right. This helps to develop their self-esteem and confidence skills that supports the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager has completed appropriate training to ensure that she is able to recognise and deal promptly with any child protection concerns or allegations. Safeguarding policies have been updated. Staff have all undergone training to help ensure that they have a good understanding of the signs and symptoms which may indicate that children are at risk of harm or abuse. They know the procedures to follow should they have any concerns about children. Staff and the manager are aware of the possible dangers to children from radicalisation or extremist behaviour. They are clear about their role and responsibility to protect children.

What does the setting need to do to improve?

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

- build further on children's interest in stories to enable them to extend their early literacy skills and develop a love for books
- review and provide greater opportunities for children to self-select and combine resources in their play.

Setting details

Unique reference number	EY418356
Local authority	Essex
Inspection number	10229911
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 4
Total number of places	26
Number of children on roll	29
Name of registered person	Humpty Dumpty Pre School (Colchester)
Registered person unique reference number	RP530213
Telephone number	01206845794
Date of previous inspection	4 February 2022

Information about this early years setting

Humpty Dumpty Pre-School (Colchester) registered in 2010 . The pre-school employs four members of childcare staff, all 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
Sue Buckingham

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager and inspector completed a learning walk together to discuss the intentions for children's learning.

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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