

Inspection of Humpty Dumpty Pre-School

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

Inspection date: 7 October 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this welcoming pre-school. Staff are caring and are committed to supporting families within the local community. Children enjoy a range of stimulating learning experiences that enable them to make good progress from their starting points. Children excitedly arrive at the pre-school where they find their name for self-registration. They quickly settle and confidently explore the interesting activities.

Children use their imagination as they act out scenes from the popular story 'Whatever Next'. They giggle as they climb into a large cardboard box which they pretend is a spaceship. Staff skilfully read the story alongside children's play and encourage children to think about the text in the story. This supports children's early literacy skills and develops a love for books.

Children are sociable and confident communicators. They recall nature walks when they collected conkers and spontaneously use mathematical language. They form friendships and work collaboratively with each other. For example, they skilfully navigate where construction pieces should go to make a shared model. Children behave well and understand expectations. Staff have developed their understanding of how to support children's behaviour more positively. Children are supported to express themselves and manage their feelings. They understand concepts such as sharing and taking turns.

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

- The manager and staff have been reflective since the last inspection to make secure improvements. They have engaged well with support services to evaluate the provision to develop the quality of care and learning. Subsequently, all children make good progress in their development.
- Children with special educational needs and/or disabilities are effectively supported. Staff work very closely with parents and other agencies to support children's progress and understand the needs of individual children. This ensures that children's needs are well planned for and that early help is identified, where necessary.
- Parents are very happy with the care provided to their children. They say their children enjoy attending and that the staff are committed and friendly. Parents comment that they like listening to their children sing songs they have learned at the setting. They value the opportunity to discuss their children's progress with their key persons and they know the planned targets to support their children's development.
- Children enjoy singing songs and enthusiastically join in the actions while singing 'Miss Polly had a Dolly'. The rhyme and repetition of familiar songs supports

children's language development. However, some large-group activities do not always meet the needs of all children. For example, during story time, some children lose interest and become disengaged.

- Children learn the importance of a healthy lifestyle. They demonstrate good physical skills as they navigate space and balance skilfully on stilts. They learn about the importance of good oral health and know what foods are bad for our teeth. Children have a range of healthy choices during snack time and demonstrate good independence skills as they cut up their fruit.
- Staff enjoy their work and speak positively about the manager. They feel valued and supported. The manager conducts regular staff supervision to ensure the quality of teaching is consistently good. Staff training is actively encouraged so that staff are able to build on their skills, which improves outcomes for children.
- Staff support children who are learning English as an additional language well. There is a good focus on building children's vocabulary in partnership with parents and carers. All children are valued and respected and are developing high levels of self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They know the possible signs that a child may be at risk. They understand the correct procedures to be followed if there are concerns about a child's welfare. Staff's knowledge of safeguarding is regularly tested to ensure their knowledge is up to date. Risk assessment arrangements are effective to ensure the environment is safe and secure. Children also learn to take responsibility for their own safety and the safety of others. For example, they are taught how to handle scissors safely and to calmly transition between different areas within the building.

What does the setting need to do to improve?

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

- review the organisation of large-group activities to ensure that all children remain fully engaged and their learning is maximised.

Setting details

Unique reference number	EY556493
Local authority	Sutton
Inspection number	10238879
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	30
Number of children on roll	35
Name of registered person	Barge, Jacqueline
Registered person unique reference number	RP556492
Telephone number	07729 434226
Date of previous inspection	14 October 2021

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 eight members of staff, seven of whom hold early years qualifications at level 3.

Information about this inspection

Inspector

Laura Brewer

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 manager and the inspector completed a learning walk together.
- The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with leaders, staff, children and parents.
- The deputy manager and the inspector carried out a joint observation of an activity.
- The inspector sampled some of the setting's documentation, including a sample of staff supervision records and children's two-year progress checks.

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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