

Inspection of Humptys house pre-school and Kool kids after school club

Caretakers Bungalow, Sycamore Road, Weymouth DT4 9UF

Inspection date: 8 February 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this extremely welcoming and friendly pre-school. They settle quickly and make close bonds with the staff. This helps children to feel happy, safe, and secure. They show this in the confident ways they interact with staff and each other, and in their eagerness to learn.

Staff are highly knowledgeable and demonstrate high-quality teaching. This enables children to make the best possible progress. Children benefit from the stimulating learning environment which ignites and fuels their curiosity and imagination. They show wonder and excitement as they investigate the outdoor learning space. For example, children marvel at a ladybird they find. They talk to each other and to staff about its spots and what it might like to eat. They comment, 'it's legs are tickly on my hand'.

Children's behaviour is exemplary. They understand the expected behaviours and follow all boundaries. They happily join in with the daily routines. Children show respect for staff and each other. They show this by the attentive way they listen and respond to stories and instructions. Children play wonderfully together. They independently use a sand timer to help them take turns and share toys and equipment. They say, 'when the sand runs out it's your turn.'

Children are exceedingly motivated to take part in the meaningful and engaging activities staff plan for them. They smile and giggle and show genuine joy and pleasure as they play and learn. Children enjoy sending 'high fives' around the circle as they sit together for registration. They enthusiastically join in with songs and action rhymes, and love taking part in the group vote for what they would like to eat at snack time.

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

- The manager and her team place a high priority on developing children's communication and language. As a result, children speak with remarkable confidence and fluency. Children engage in delightful conversations with adults and their peers. They use an extensive range of vocabulary to express themselves and their ideas.
- Staff value all input from parents. Staff and parents communicate regularly, and staff are keen to learn about children's interests and successes at home. For example, parents are encouraged to note down children's achievements as 'home wows'. These are displayed in the pre-school and shared with the children. Parents are extremely positive about the support and care children receive. They comment on how children love to come each day, and how well staff prepare children for school. These strong partnerships mean children's

learning is very securely embedded.

- Staff frequently celebrate children's achievements and uniqueness. They use encouraging words and consistently praise children's efforts. Children copy this and praise each other. This contributes to children having a keen sense of pride and high levels of self-esteem. Children beam when they achieve success. For example, they eagerly tell staff, 'I did my zip up by myself!'
- Staff skilfully use games to teach children to recognise letters and the sounds they make. Children laugh as they join in with these games. They confidently suggest children's names beginning with the same letter. This equips them superbly for learning to read. Children demonstrate their securely embedded knowledge of letter sounds by saying, 'I know that letter. That's in my name and my brother's name. I remember that one'.
- Children with special educational needs and/or disabilities are supported incredibly well. Staff use their extensive knowledge and skills to regularly assess children's learning and development. Staff swiftly identify any gaps in children's learning and work with parents and professionals to put in place appropriate strategies and resources. This inclusive practice means all children make excellent progress. As a result of staff's highly effective support, children are extremely well prepared for their transition into school and are equipped to reach their full potential.
- Staff know all the children extremely well. They use their exceptional knowledge of each child's interests to plan and provide activities to spark their curiosity and stimulate their imagination. For example, children make bird feeders. They take these home and continue to learn about birds. Staff extend this by introducing a wildlife table which children enjoy exploring. Staff use this to successfully consolidate and expand on children's learning about the world around them.
- Children demonstrate exceptional listening skills and high levels of focus and concentration. Children actively engage in activities that significantly broaden their knowledge and deepen their understanding across all areas of the curriculum. Children are extremely inquisitive and interested in everything going on around them. For example, they ask staff highly detailed questions about how different instruments make different sounds.
- The manager has a thoroughly ambitious vision of the experiences and opportunities she wants children to enjoy. Staff share this ambition and consistently build on their professional development. The creates an environment where both children and staff relish in new learning. Staff passionately share ideas and knowledge with each other to ensure they deliver the highest quality education and care. This dedication from staff enables children to flourish and to reach their true potential.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is prioritised by all staff. Staff receive regular training to maintain an up-to-date knowledge of child protection. All staff are aware of the signs and symptoms of potential abuse. They know how to record and report

concerns about children and their families. The manager follows safe recruitment procedures and has processes in place to monitor the ongoing suitability of staff. Staff have a secure understanding of what to do in the event of an accident and know how to administer medication safely. Risk assessments of the building and outdoor spaces are conducted daily to minimise any potential risks and hazards and keep children safe.

Setting details

Unique reference number	2600104
Local authority	Dorset
Inspection number	10263379
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	30
Number of children on roll	48
Name of registered person	Hathaway-Porter, Vikki
Registered person unique reference number	2600103
Telephone number	01305 780857
Date of previous inspection	Not applicable

Information about this early years setting

Humpty's House Pre-School and The Kool Kidz Club operates from premises in the grounds of Southill Primary School in Weymouth, Dorset. The Pre-school has been operating for 30 years, with new management taking over in 2020. The pre-school is open Monday to Friday, from 9am to 3pm, term time only. The Kool Kidz Club is open Monday to Thursday, from 3pm to 6pm, Friday 3pm-5.30pm, during term time. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. The owner/manager employs four staff. The manager and three members of staff hold early years qualifications at level 3. One member of staff is unqualified.

Information about this inspection

Inspector

Mikaela Jauncey

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector held discussions with the manager and staff throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to children and parents.
- The manager and inspector held a joint observation of a language activity.

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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