



# Humpty Dumpty Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	109840
<b>Inspection date</b>	04 July 2006
<b>Inspector</b>	Sue Stuart
<b>Setting Address</b>	The Scout Hut, Eastfield Lane, Ringwood, Hampshire, BH24 1UR
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<b>E-mail</b>	
<b>Registered person</b>	Humpty Dumpty Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Humpty Dumpty Pre-School opened in 1970. It operates from a scout hut on the outskirts of Ringwood, Hampshire. Children attend from the local area.

The setting is registered for 26 children from two years to under five years old. There are currently 30 on roll, including 23 children in receipt of Government funded Nursery Education. The group supports children with learning difficulties, and who speak English as an additional language.

The setting is open five days a week during term time. Sessions are from 09.30 to 12.15.

Children attend for a variety of sessions. There are eight members of staff who work with the children, of these six have early years qualifications to NVQ level 2 or 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children follow good health and hygiene practices and learn the importance of routines, such as hand washing before snack. Their health and hygiene is supported by effective procedures to prevent cross infection.

Children learn about healthy eating, for instance at snack time they have opportunities to select from biscuits and fresh fruit, and drink milk. They demonstrate their enjoyment at this shared social occasion. Drinking water is available throughout the session for thirsty children. Their special dietary requirements are clearly recorded, understood and implemented by staff who work closely with parents to ensure their child's individual needs are met.

Children are suitably looked after if ill and protected through staff's good knowledge of first aid, medication routines, and procedures to follow if a child has an accident. Children learn about caring for their bodies, for example wearing hats outside in the sun. If a child needs to rest they can use the comfortable quiet book corner. These procedures ensure the health and safety of children.

Children have regular opportunities for fresh air and exercise to promote healthy life styles, for instance they play outside in the shaded garden. Children develop co-ordination and confidence as they climb and slide, and learn to negotiate space while pedalling bikes and other wheeled toys. They learn new physical skills, such as balancing on beams and playing with balls and hoops. They have good opportunities to learn a range of new skills, such as cutting with scissors and spreading glue, and pouring and scooping water.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from the use of the large welcoming, inviting environment which is kept safe and secure. Children's safety is a priority and the setting has taken sensible precautions to ensure all hazards are minimised, such as carrying out a daily risk assessment of the outside area after other users. The hall is well maintained, for instance new toilets were recently installed making easy access for children. Children's own work is used to create displays on the walls and easels to make the environment inviting to children and their families.

Children are able to move safely around the room and use the well organised space properly for their chosen activities. The wide range of resources are of high quality and in good condition and suitable to meet children's learning needs. Resources are well organised and stored effectively to allow children to access them safely, for example the use of storage trolleys for jigsaw puzzles.

Children are well protected through the staff's secure knowledge of safety and child protection issues. Staff are aware of their role in child protection and are well informed of local procedures of how to protect children if they were concerned about their welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are helped to settle into the group very skilfully by the staff and they are soon ready to play. Children are familiar with the routine, for instance they know it is time to tidy up when taped music is played. They are relaxed and comfortable in the group. They develop high levels of confidence and self-esteem as they participate in the inviting activities on offer, such as painting using a variety of utensils. They develop good social skills and have a positive relationship with each other and the staff, for example children share their experiences with staff as they fill and empty containers with water. They are beginning to use the Birth to three framework in conjunction with the Foundation Stage curriculum to plan a range of appropriate activities for the youngest children, to ensure their learning needs are met.

All children benefit from the individual care and attention in the setting where they are listened to and valued. Their efforts are encouraged and praised, this increases their confidence to develop new skills, for instance creating their own pictures using a selection of art materials.

### **Nursery Education**

The quality of teaching and learning is good. Children gain from the staff's knowledge and understanding of the Foundation Stage curriculum, and how children learn. This enables staff to plan suitable learning programmes that cover all areas of learning. These link into each child's individual learning programme, to ensure challenges are appropriate, for example cooking activities allow all children to participate and develop their mathematical language as they weigh and stir ingredients.

The room is organised into learning areas so that children can move freely from area to area. They benefit from this freedom to choose their activities, with appropriate support from staff.

Children's progress is measured through observations and an effective assessment system. Staff use these observations to identify the next steps for children's learning to ensure their progress through the stepping stones is appropriately addressed and recorded.

Children develop a positive attitude to their learning, are well motivated and are beginning to work independently, such as creating their own pictures and collages. They choose from a wide range of interesting, fun and practical activities, for instance they learn about size as they use construction bricks to make a tower. Their learning is developed through staff's effective questioning and interest in the children.

Children's behaviour is good. Children respond well to praise and encouragement as they achieve a task. They relate well to each other, and are learning to work harmoniously with others, for example taking turns and sharing small world people as they play with the castle. Children demonstrate their interest in numbers as they sing number action rhymes and count the number of children present. Children learn about shapes and size, while matching and sorting colour discs into containers.

Children are given good opportunities to develop their communication skills and their ideas, for example while immersing themselves in their role play dressing dolls and ironing dolls clothes. They have access to a wide range of books both for enjoyment and information. They have opportunities to use information technology to support their learning. Children benefit from the chance to use a variety of writing materials to make marks and draw pictures. Children use name cards to help them learn their names, for instance as they find their place at snack time.

Children learn about their environment in many ways, for example they have regular opportunities to water the herb boxes and vegetables, such as the pumpkins, in the garden. They explore a variety of materials to learn about their senses and texture, such as feeling shells, and using magnets to find out about the environment. They have chances to join in action songs, and to play instruments to learn about movement, sound and rhythm.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are beginning to communicate their ideas and emotions and show concern for others, for example children demonstrate both frustration and delight as they scoop water up and down guttering. They demonstrate good self care skills, for instance washing their hands, and pouring out their milk independently.

Children behave well. They know what is expected of them and are aware of the rules and routines of the setting, for instance lining up to go outside. They benefit from good role models provided by the staff, who promote a positive calm friendly atmosphere.

Their understanding of other cultures is developed through resources and activities designed to broaden their knowledge of the wider world. They celebrate a variety of festivals and learn about other countries, for instance they use a globe to identify where exotic fruit grows. They have good opportunities to learn about the local community with, for instance visits from the police and fire brigade.

The partnership with parents and carers is good. Children benefit from the open

warm welcome that families receive. Parents are given good information about the setting and the Foundation Stage curriculum activities. Parents are kept well informed about their child's progress and achievements through planned meetings and daily exchanges of information.

Parents are encouraged to comment on and are invited to contribute to their child's learning plans, for example on the 'working towards' assessment sheets. Regular newsletters keep parents up to date with events, however information on the parents notice board is not always up to date, for instance it does not show day to day activities. Children benefit from this proactive partnership as families feel well supported and children's needs are met in accordance to their parent's wishes.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide. All staff are suitable to work with children, are experienced and qualified. Staff work well as a team, they regularly discuss planning and the children's progress on a daily basis. The effective staff deployment ensures all children receive plenty of time and attention from staff.

Children play in warm, welcoming premises which are clean, light and cheerfully decorated. The hall is well ventilated with suitable temperatures maintained. Space is organised effectively to provide opportunities for children to sit at tables or on the floor to play in comfort. Space is used well outside to enable children to run around and play on the equipment safely.

The clear operational plan ensures that the sessions run smoothly and children benefit from the stable routine. All required policies and procedures to promote the welfare and care of children are in place and implemented well. However, the change over of equipment at snack time disrupts children and they become restless as they eat snack.

The leadership and management is good. The success of the setting is the strong relationship between the committee and staff. They are able to correctly identify their strengths and areas for development and act on their findings. An effective monitoring and curriculum evaluation system for the educational programme is in place, for instance staff carry out group annual appraisals to help them identify areas for development.

Staff are dedicated and keen to provide effective learning programmes. They are able to identify their training needs and develop their own practice, which in turn, has a positive impact for the children's learning.

## **Improvements since the last inspection**

At the last care inspection the setting agreed to develop the procedures for staff induction training, and for staff meetings. The setting has produced a comprehensive

staff induction procedure and this is implemented effectively. Staff and planning meetings are well documented. They also agreed to ensure the risk assessment included details of the safety of the surface temperature of the boiler, this is now included in the risk assessment check list. Overall these improvements have a positive effect on children's well-being.

At the last nursery education inspection the setting agreed to review the system of recording children's progress towards the early learning goals. The assessment system has been developed to ensure children's next steps of learning are clearly noted and recorded on the Foundation Stage curriculum stepping stones.

They also agreed to review written activity plans to ensure that staff and parent helpers are aware of the intended outcomes and can make the most of learning opportunities. The setting have introduced a very effective series of laminated activity plan guidance sheets which show the relevant stepping stone stage and learning outcomes. Overall these improvements have a positive impact on children's learning.

### **Complaints since the last inspection**

There are no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- organise the mid morning change over of equipment, to ensure all children benefit from the social snack occasion.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide information for parents on day to day topics.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)