

# Humpty Dumpty Pre-School

Inspection report for early years provision

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**Unique reference number** 109840  
**Inspection date** 09/06/2009  
**Inspector** Heidi Abernethy

**Setting address** The Scout Hut, Eastfield Lane, Ringwood, Hampshire,  
BH24 1UR  
**Telephone number** 02380 772327  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

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 open five days a week during term time. Sessions are from 09:30 to 12:15. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any-one time. There are currently 23 children on roll from two years to under five years, some in part-time places. The pre-school supports children with learning difficulties and/or disabilities and/or children who speak English as an additional language.

There are eight members of staff who work with the children, of these five have early years qualifications to level 2 or 3. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance. The pre-school provides funded education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's needs are generally well met because the staff team successfully promote most aspects of their welfare, learning and development. Staff have formed sound relationships with the children and demonstrate a sound knowledge about each child's individual family and home circumstances, although opportunities to use this information to its full potential for all children are not yet fully established. Sound systems are in place to evaluate the provision and practice ensuring areas for future development are identified.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop multicultural resources and the environment and provide opportunities for children's own cultures and linguistic diversity to be valued and to enable children to develop and use their home language in their play and learning
- continue to develop observation and assessment systems to ensure children's individual next steps are fully identified and planned for across all areas of learning
- provide parents with further opportunities to access their children's records and enable them to incorporate their comments into these records to ensure consistency is achieved with children's individual learning and development.

## **The leadership and management of the early years provision**

The lead supervisor and staff team have a secure knowledge of child protection procedures and have a good understanding of the types of signs and symptoms of abuse and/or neglect. Work experience students also demonstrate a clear knowledge about what to do should they have any concerns about the children. A sickness policy is in place and staff additionally have information about childhood infectious illnesses. This ensures parents are fully informed about incubation periods should their child contract a communicable illness.

Self-evaluation systems are in place and the team recognise some areas for future development. Parent and staff views are obtained through verbal communications, questionnaires and during staff meetings. For example, staff suggestions about the environment and resources are acknowledged to make the resources and environment more appealing and interesting for the children.

Children begin to develop an awareness about diversity through learning about some festivals and through some multi-cultural resources. However, insufficient focus is placed on valuing every child's home culture through the planned environment and resources and children have limited opportunities to use their home language alongside their everyday play and learning.

The pre-school have three staff who work together for the role as Special Needs Co-ordinator (SENCO). They work in partnership with the Area Inclusion Co-ordinator (INCO) and with outside agencies such as speech and language therapists. Partnerships with parents and carers are sound and staff communicate with parents verbally each day. Parents are happy with the provision and feel the staff team are all friendly and approachable. They state they are informed about their child's overall well-being on a regular basis but are not as fully informed about their child's individual learning and development and next steps in learning. In addition, parents do not currently have the opportunity to incorporate their own comments into their child's individual records. This does not enable all parents the opportunity to continue and consolidate their child's learning within the home environment.

## **The quality and standards of the early years provision**

Children are settled within the early years environment. There is a happy atmosphere and children separate from their main carers well. The staff team have a sound knowledge about the Early Years Foundation Stage (EYFS) framework. They observe children's development and record these observations within children's individual folders. However, this information is not fully utilised to identify and plan each child's next steps across all areas of learning. This impacts on the staff's ability to fully extend or adapt activities for some children.

Children enjoy free-flow access to the outdoor provision. They demonstrate a good knowledge about putting their jumpers on to keep themselves warm. They enjoy riding scooters and tricycles and the member of staff talks to them about

exercising their muscles and making their bodies strong. This equips children with the knowledge about the positive effects of exercise.

Children learn about their local community and people who help us. Two local police officers visit the children and talk to the children about the uniforms they wear such as their heavy vests and helmets. Children shout 'hello' loudly to the person on the other end of the police officers radio and laugh when the operator says 'hello to Humpty Dumpty Pre-school'. They enjoy exploring the police van as they strap themselves in, press buttons and turn on the flashing lights.

Children have opportunities to make marks as they paint with brushes and water in the garden. They have some materials such as pens, pencils and paper to make marks alongside their play. Children develop counting skills at snack times when they count how many children are on their table and how many cups are required. Children play within the role-play corner, talking to each other with the toy phones and create an aeroplane to travel on with a set of chairs.

Children learn how to carry scissors safely and are given reasons by staff why it is not safe to run inside or rock on their chairs. This provides children with the tools to manage their own safety independently. They enjoy planting vegetables such as potatoes in the pre-school garden and investigate how differently beans grow in soil and in water. Staff talk to children about where fruit and vegetables grow and come from during morning snack and about the healthy benefits of the food. A member of staff talks to the children at their level when a dispute arises over a toy and encourages them to share and take turns.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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