



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109840

DfES Number: 518153

### INSPECTION DETAILS

Inspection Date 08/12/2003  
Inspector Name Claire Moore

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Humpty Dumpty Pre-School  
Setting Address The Scout Hut  
Eastfield Lane  
Ringwood  
Hampshire  
BH24 1UR

### REGISTERED PROVIDER DETAILS

Name The Committee of Humpty Dumpty Pre-School Committee

### ORGANISATION DETAILS

Name Humpty Dumpty Pre-School Committee  
Address The Scout Hut  
Eastfield Lane  
Ringwood  
Hampshire  
BH24 1UR

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Humpty Dumpty Pre-School opened in 1970. It is managed by a voluntary parent committee and operates from a scout hut on the outskirts of the town of Ringwood.

There are currently 18 children from three to five years of age on roll. This includes nine funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 9:30 until 12:15.

Six staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Humpty Dumpty Pre-School provides satisfactory care overall for children.

Staff are experienced and committed to developing their skills by attending training and liaising with other professionals. They use their imagination and work hard to create an environment that is attractive and interesting. New staff receive induction training and some details are recorded. The staff team meets regularly although records of the meetings are not kept. Written policies are in place and staff sign to acknowledge them.

Children are treated with equal concern, and staff ensure children with special needs receive good support. Care is taken to keep children safe and to promote safety within the setting and on outings. Risk assessments cover most safety aspects.

Staff plan a broad range of activities for indoors and outside and there is variety and choice within the sessions. They encourage the children to be independent by giving them easy access to toys, books and equipment, and enabling them to serve

themselves at snack time. There is an extensive range of toys and equipment to support the needs of all children and these are rotated and used according to the plans. Children are praised for behaving well and are encouraged to take turns and share.

There is a strong partnership with parents. Staff are friendly and welcome parents into the group to settle in their children. They chat informally with parents and exchange information.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- The group places a strong emphasis on equal opportunities. Children with special needs have additional staff to help them take part in every day activities. Children are treated as individuals and are happy and confident. The equal opportunities policy is well written and is understood by all staff. A box has been hand-made for a child with special needs. It is brightly coloured with mobiles and makes use of sound to stimulate the senses.
- Staff use their imagination to make the best use of the premises. Clear room plans have been devised to show how the room will be set out on different days. The plans are also in the storage area, so that staff can easily see what is required for each session. There are display boards at children's height, which divide space to create separate areas.
- The partnership with parents is strong. Parents receive information about the setting through the prospectus, newsletters, policies and informal discussion with staff. There is an information box for them which contains leaflets with ideas about how they can help their children learn, as well as information about Sure Start and local schools. Many parents help out on the voluntary rota and manage the group through a parent committee.

#### **What needs to be improved?**

- a record of staff meetings
- the recording of staff induction training
- the risk assessments.

#### **Outcome of the inspection**

Satisfactory

## **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## **WHAT NEEDS TO BE DONE NEXT?**

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Develop the procedure for staff meetings so that there is a dated record and a description of the content of the meeting.
2	Develop the procedure for staff induction training so that there is a dated record and a description of the elements covered.
6	Develop the risk assessment to include details of the safety of the surface temperature of the boiler.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Humpty Dumpty Pre-school provides nursery education of good quality overall. Children are making generally good progress towards the early learning goals. Their personal, social and emotional development and their progress in communication, language and literacy is very good.

The quality of teaching is generally good. All staff are involved in planning a balanced curriculum of activities that stimulates learning across the six areas. Planning does not identify learning outcomes or the input needed from staff. An effective keyworker system ensures that staff have good knowledge of individual children, but records of children's achievements do not show areas to be targeted for development. Staff liaise with other professionals to include children with special educational needs. They include counting throughout activities and help all children to enjoy books and stories. They use praise and encouragement to build children's confidence and are particularly good at helping children to develop independence.

Leadership and management are generally good. The two supervisors provide good leadership to a strong staff team who work well together. A system of staff appraisal identifies training needs and staff are supported in updating their skills and knowledge. A new management committee takes responsibility for staff recruitment and employment. They have not yet been able to evaluate provision or make plans for future development or improvement.

Parents are made welcome in the group and serve on the management committee and as parent helpers. They receive good information about the pre-school, but not enough about their children's progress. They are confident in discussing any concerns with staff.

### What is being done well?

- Children make particularly good progress in personal, social and emotional development. They interact well with other children, taking turns and sharing, and are confident in initiating conversation with adults. They learn to be independent in their personal care, changing shoes and putting on coats for outside play and remembering to wash their hands.
- Children enjoy looking at books and listening to stories in a comfortable book corner. They often choose to sit and read with friends.
- Staff constantly encourage conversation with children, introducing new vocabulary and developing children's confidence in speaking.
- Children experience counting throughout their daily activities and develop good understanding of the use of number.

**What needs to be improved?**

- the system of recording children's progress towards the early learning goals
- the planning of daily activities, to include the intended learning outcomes, so that staff and parent helpers are aware of their role.

**What has improved since the last inspection?**

At the last inspection the pre-school was asked to provide parents with information about the six areas of learning. All parents are now given a copy of the Qualifications and Curriculum Authority (QCA) leaflet explaining the Foundation Stage. Information about current activities is displayed for their attention so they are able to contribute and to be involved in their children's learning.

The group was also asked to give children more opportunity to learn about rhyme and repeating sounds. Children listen to stories and rhymes and are able to recognise rhyme, to join in and suggest words that end sentences.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in moving between activities and relate well to other children. They learn to take turns and to share and are sensitive to the needs of others. They are becoming very independent in their personal care, dressing themselves for outside play, visiting the toilet independently and remembering to wash their hands.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and pay attention to others in group discussions. They enjoy looking at books and listening to stories. Most can recognise their printed names and some are attempting to write them. They are learning to hear and say the initial sounds in words. They use writing in role play situations, for example making tickets at the travel agents and shopping lists in the home corner.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use counting as an integral part of daily activities. Most children can count to five and some to ten but they are not yet using numbers to solve problems. They learn to recognise numerals using games and puzzles and use various resources to learn about shape and colour. They practise mathematical language in sorting activities and with play dough and construction toys.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to investigate, observe and talk about what they see. When learning about other countries, for example, they watched 'icebergs' melt in the water tray, ate noodles with chopsticks, grew beans and tasted exotic fruits. They learn about their local community from visitors and walks to the postbox. They design and build with construction toys and with recycled materials. They use telephones, tape players and battery operated toys as an introduction to technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop good spatial awareness with ride-on toys and climbing and balancing apparatus, both indoors and using the grassed outside play area. They use small equipment to throw, catch and control, and develop manipulative skills with a range of tools and materials such as pencils, scissors and playdough. They learn about the importance of good hygiene practice in keeping healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour and texture with imaginative art and craft work. They join in songs and rhymes and use percussion instruments to explore sound and rhythm. They develop imagination and act out experiences in planned role play situations and in their own play, making up stories and improvising with available resources.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- review the system of recording children's progress towards the early learning goals, ensuring that areas for individual development are identified.
- 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 provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*