



# Humpty's House Pre-School and Kool Kids After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	140993
<b>Inspection date</b>	16 May 2006
<b>Inspector</b>	Brenda Joan Flewitt
<b>Setting Address</b>	Caretakers Bungalow, Southill School, Sycamore Road, Southill, Weymouth, Dorset, DT4 9UF
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<b>Registered person</b>	Humpty's House Preschool & Kool Kids after School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Humpty's House Pre-School was registered in 1993. It operates from a converted bungalow, situated in the grounds of Southill Primary School, Weymouth, Dorset. This privately owned group also provide the Kool Kids After School and Holiday Club. Children have use of two playrooms and a conservatory. There is a kitchen, toilet facilities and an enclosed outside play area. The pre-school also have access to the school grounds and playground. Children attend from all areas of Weymouth and the

surrounding areas.

The pre-school is open on Monday, Tuesday, Wednesday and Friday from 09.00 to 15.00 during term time. Children attend either morning or afternoon sessions, or for a full day. On Thursdays the session runs from 09.00 to 12.30. There is a parent and toddler group in the afternoon. The Kool Kids Club is open on Monday to Friday from 08.00 to 08.50 and 15.00 to 18.00 during term time, and 08.00 to 18.00 in the school holidays.

A maximum of 26 children may attend the pre-school and out of school club at any one time. In the pre-school there are currently 47 children on roll. Of these, 38 receive funding for nursery education. In the Kool Kids Club there are 21 children on roll. The club also accepts children up to the age of 12 years. The setting supports children with special needs.

There is a team of six staff, including the owner, who work with the children. Most of these hold, or are studying towards, a relevant level III qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in clean premises, where they develop independence in their own personal hygiene. They easily access the resources available, and learn the importance of washing hands after using the toilet and before handling food, through daily routine. Children are protected from the spread of infection through staff's consistent cleaning procedures and the hygienic resources provided, such as liquid soap and paper towels. The clear sickness policy makes clear to parents that children must not attend if they are ill.

Children's healthy eating is well promoted. They are offered a balance of nutritious snacks and have constant access to resources so they can drink water when they are thirsty. They learn about foods that are good and bad for them through topic work and discussion. Following a visit from a dentist to the pre-school, children know that fruit is good for them and deserves a 'smiley face', and that sugary foods get a 'sad' face. Staff ensure that children's dietary requirements are respected as agreed with parents. All children have the opportunity for daily fresh air and exercise. They take part in a good range of activities that promote physical development. These include ball games, manoeuvring various vehicles, and climbing, sliding and balancing as they use the large equipment in the garden area.

Children's accidents are well managed as most of the staff are up-to-date in first aid training and records are completed accurately. The system for administering medicines is inconsistent. The procedure for obtaining written parental consent is unclear, and the records are not always signed by a parent to acknowledge the entry. Therefore, children's health is compromised in some situations.

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

The provision is satisfactory.

Children are cared for in a generally safe and secure environment. The security system makes sure that children are protected from uninvited visitors, and during sessions children cannot leave the premises unsupervised. The premises are well maintained and most hazards are identified and minimised. However, there are times when children are exposed to hazards such as staff's hot drinks, and unprotected electric sockets. The appropriate organisation of the space available means that children move around from room to room in safety as they choose their activities. They use a good range of furniture and play provision which is kept in good condition.

Children know what is expected if they must leave the building in an emergency as they are involved in regular fire drills, some planned and some spontaneous. For example, children cooperate well when the smoke alarm sounds, they immediately stand up and join a line to go outside. They are protected on outings through staff's routine procedures which include increased adult to child ratio, and making sure they take contact numbers and first aid equipment. Children learn about crossing roads safely from discussion and good example set by staff.

All staff are encouraged to attend child protection training. Supervisory staff's sound knowledge of child protection issues and the Local Safeguarding Children Board procedures contribute towards the children's safety and welfare. The older children are supplied with information to help keep themselves safe from harm.

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

The provision is satisfactory.

Children are happy, settled and secure. They enjoy the time they spend at pre-school and Kool Kids. Children make good relationships with staff and each other. They develop confidence in making their needs known, as they can be sure of a friendly, caring response. School-aged children enjoy a relaxed atmosphere where they like to link up with brothers and sisters and friends. They enjoy a snack as they arrive and have the opportunity to chat about their day.

Children's independence is encouraged in most practical skills, which includes managing their own coats, shoes and belongings. However, food, drink and snack time equipment is usually prepared and served by staff. Children make choices from a good range of play equipment which is generally organised and arranged by staff. Staff are developing their knowledge of the Birth to three matters framework by attending training, to enable them to improve the system for planning and assessing for the younger children.

Nursery Education.

The quality of teaching and learning is satisfactory. Overall, staff have a sound knowledge of the Foundation Stage and how children learn through play. They use

this to plan a suitable range of activities that promote children's learning in all areas. However, the planning does not include how activities are extended or supported to suit children's different stages of development.

Children learn to be caring and kind through topic work, regular discussion and good examples set by staff. Children respond well to being given tasks of responsibility, such as handing out biscuits at snack time. Some children confidently stand in front of the group and talk about events in their lives, for example, a child describes her holiday at 'Centre Parks'. They use language well to communicate, initiating conversations with adults as well as each other. They anticipate what might happen next in both stories and real situations, like what must be done to the cake mixture next. Children start to recognise their names through the regular routine of identifying their named place mats and individual trays. Children take part in activities that encourage hand-to-eye coordination. They often paint and draw, but do not regularly use these skills to write for a purpose, such as naming their own work.

Children start to develop a sense of number and shape through planned and adult-led activities. For example, some children select the correct number of sticky shapes to match with the correct numeral up to five or more. They enjoy number songs like 'Five Little Speckled Frogs'. However, they do not always develop their understanding by hearing and using mathematical language in their play, or planned activities such as cooking or snack time. Children use their senses to explore a range of objects and materials. For instance, during topic work children express their views of different smells with 'happy' and 'sad' stickers. Children are interested in experimenting with magnets to find out what will 'stick'. Visitors in pre-school, and outings to places in the local community, help children develop a sense of time and place. For example, children were excited to receive the letters back that they had previously written, and posted at the local post office. Children start to develop skills in using a computer during planned adult-led sessions, however they do not use it regularly enough to extend these skills and use the equipment independently.

Children move around with confidence and coordination, showing an awareness of others, both inside and outside. They use a variety of large and small equipment to practise gross and fine motor skills. Children enjoy a game in the playground where they throw a large dice, identify the colour and attempt to carry out the written instruction which asks them to run, hop or skip. They competently use a range of one handed tools which include pens, pencils, paintbrushes, pegs, rollers and cutters. Children like trying out different sounds with musical instruments, and enjoy singing familiar songs, adjusting their voices to be quiet or loud. Some children are confident enough to sing a solo to the group. They use their imagination well during role play. They often act out real life situations, such as 'hoovering up the dust' and 'making a cup of tea' for a member of staff.

Children are making sound progress towards the early learning goals. Staff record observations of children's achievements in progress records, however these are not used effectively to inform planning for each child's next stage. Some areas of learning are not covered sufficiently throughout daily activities to promote children's full understanding, and ensure they reach their full potential.

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

The provision is satisfactory.

Children are valued as individuals. They develop a positive awareness of peoples' differences through planned activities and discussion, as well as through the variety of positive images they see in their immediate environment. Children with additional needs are well supported. The Special Educational Needs Coordinator attends ongoing training. She liaises with parents, professionals and staff to ensure that individual needs are met, and each child is fully included. Children are made to feel they belong, and start to develop a sense of community. Children's birthdays are celebrated with singing and a card from 'everyone at Humpty's'. Pre-school children are involved in some activities with the school, which helps them settle as they move into reception. Children's spiritual, moral, social and cultural development is fostered.

Children behave very well. They know the routine and what is expected, as staff take time to explain requests. This contributes towards children staying safe. Children are cooperative in being helpful. For example, they regularly help tidy away toys and equipment. They respond well to the praise and encouragement from staff for effort and achievement, which helps build children's self-esteem.

Children benefit from the staff's constant communication with parents. They make themselves available at the beginning and end of each session to discuss children's individual needs.

Partnership with parents is satisfactory. Parents receive appropriate information about the setting which includes a prospectus, and regular newsletters that include topics and themes. Parents are invited to complete questionnaires to voice their opinion on their children's care and education. Formal opportunities are offered once a year for parents to look at their child's individual file and discuss their progress. However, the setting does not meet the regulation that requires a written complaints procedure to be available to parents.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a qualified team of staff who work well together to prepare a welcoming environment and provide smoothly run sessions. Therefore, children become secure in the routine and settle well. The organisation of the premises, staff deployment and resources is satisfactory in supporting children's care, learning and play.

The staff recruitment procedure is not rigorous enough to ensure that future staff are suitable to work with children. The written policy does not reflect the changes in responsibility and there is no clear system to record that staff have been vetted. There is a satisfactory staff induction system which prepares staff to carry out policies and procedures. Some legally required documentation and records are missing or not completed sufficiently. For example, the children's records do not routinely include parents' names.

Leadership and management is satisfactory. Staff meet regularly to discuss planning of activities and areas for improvement. Annual staff appraisals help to identify training needs, and staff are well supported in attending training. Staff share good practice through their involvement in meetings with other settings. They promote links with the school to enhance the children's transition to the reception class. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The last care inspection recommended that children were encouraged in their awareness of diversity, through developing provision of positive images within their general play environment, and that the risk assessment system was extended to include recording and monitoring of the collection procedures for the Kool Kids Club children.

Resources have been increased. Children's awareness of diversity is promoted as they see pictures displayed, and play with equipment that reflects positive images of peoples' differences. Children's safety is promoted as they are transported to the Kool Kids Club, because the younger children wait inside schools to be collected. They are signed in and out of the after school club by the staff.

The last nursery education inspection recommended that the opportunities for children to explore sounds and letters in everyday planned activities were developed and enhanced.

Children start to link sounds and letters as they join in rhymes, and hear initial sounds of their names through routine activities.

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

There have been 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 complaints 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:

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

The quality and standards of the nursery education are satisfactory.

## 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):

- make sure that daily risk assessments are effective, so that children are not exposed to dangers such as hot drinks
- develop a written complaints procedure and make available to parents
- develop the staff recruitment procedure, to ensure that future staff are suitable to work with children
- make sure that all legally required records include all the essential information, with particular regard to medication and parents' details

### **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):

- develop planning to identify how activities are extended or supported for children's different stages of development
- increase children's opportunities to extend their knowledge and skills in maths, and to regularly write for a purpose, through everyday activities.

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