

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

Inspection report for early years provision

Unique reference number	140993
Inspection date	30/01/2009
Inspector	Anna Sketchley
Setting address	Caretakers Bungalow, Southill School, Sycamore Road, Southill, Weymouth, Dorset, DT4 9UF
Telephone number	01305 780857
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Humpty's House Pre-school operates from a converted bungalow, situated in the grounds of Southill Primary School, Weymouth, Dorset. The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are established links with several local schools. This privately owned group also provides 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 Weymouth and the surrounding areas. The pre-school is open every day from Monday to Friday from 09.00 to 15.00 all year but they are closed for two weeks over the Christmas period. Children attend either morning or afternoon sessions, or for a full day. The Kool Kids Club is open on Monday to Friday from 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 86 children on roll of which 48 are within the early years age group. The setting supports children with learning difficulties and/or disabilities. 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 3 qualification. The setting is built into the side of a hill, there are several steps and there is no disabled access for either children or adults.

Overall effectiveness of the early years provision

Humpty's House Pre-school and Kool Kids After School Club provides well for the needs of young children. Care and Welfare are paramount and this ensures that children experience a warm and safe environment in which their learning and development flourish. All children, including those whose mother tongue is not English, are fully embraced in a wide variety of stimulating activities and make good progress. The outside area is especially rich in physical and creative opportunities. The setting has improved significantly since the last inspection and shows a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- complete the Early Years Self-Evaluation Form in order to better meet the needs of individual children

The leadership and management of the early years provision

All recommendations since the last inspection have been successfully addressed. Although previously there was no written system in place to aid self-evaluation, the setting has recently adopted the Early Years self-evaluation form and is

methodically and thoughtfully using it to identify priorities and plan future developments. As a result plans have been made to open up an indoor room to create a more spacious area in which to develop different aspects of learning. All staff are very well trained and there is a continuous commitment to short courses covering a wide range of professional issues. At present, the self-evaluation form does not identify features which could result in improvements for individual children's learning and development.

The setting works extremely well with several local schools. Children's learning and development benefits from the good links that are maintained in respect of good assessment and record keeping systems that are invaluable at the point of transfer into the next stages of early years education. The after school club and pre-school both make a significant contribution to the community. Links with neighbouring schools with regard to the after school club are very good, especially the safe arrangements for picking up children for Kool Kids.

Relationships with parents are excellent and they think very highly of the setting and are fully involved in their children's development. Positive questionnaires are a clear indication of the trouble the setting goes to in involving parents, especially in finding out the interests of individual children. Children benefit from getting to know the community policewoman who is a regular visitor to the pre-school, enjoying physical activities with them and cementing a relationship that will help them in the future.

All aspects of safeguarding children are fully in place and strictly adhered to. Children learn in a calm, safe and healthy environment. Excellent routines are in place, for example, when changing shoes, using the toilet, washing hands and eating healthy snacks. Written policies are competently carried out and support very good practice on a daily basis.

The quality and standards of the early years provision

Children are extremely well cared for and parents are full of praise for the way in which their children are looked after. Children know clearly how to keep safe and why it is important to wash your hands before snack and after using the toilet. Positive behaviour management means that there is a calm but stimulating atmosphere with exciting activities across all areas of learning, which children thoroughly enjoy and which enable them to make good progress. As a result they behave really well and respect all adults. They are taught to care for one another, to be polite and make a positive contribution to the setting. The daily routine provides children with a very settled environment and many opportunities for personal and social development. Responsibilities as being 'helper of the day' mean that they develop confidence as they assist with the healthy snack and tidying up, putting toys away at the end of play sessions. They learn good self-help skills through taking off and putting on their shoes and coats for indoor and outdoor activities. Their growing confidence helps to prepare them well for the next stage in their education.

Detailed planning shows that the setting is committed to ensuring that the

uniqueness of every child is at the centre of the activities that are offered. Displays about what children can learn in each different area help parents to understand how their child is learning through play. Assessment and record keeping are very good. Observation sheets record 'learning moments' and detailed notes of what children can do and what the next steps in their learning should be. These make a valuable contribution to planning activities. Many of these activities respond to children's interests and needs, for example, a display of work the setting has recently completed on the 'Chinese New Year'. This has been significantly enhanced by the involvement of a parent and child of Chinese origin and is helping young children to understand the different cultures of others.

Children especially enjoy dressing up, large construction, small world and creative activities such as making butterfly masks and modelling. The outside area is excellent and presents children with many exciting learning opportunities that extend their curiosity and interest in the world around them. They develop their muscles and coordination skills well as they climb on the apparatus, use bikes and buggies and take advantage of the many role play areas outside. There is a good balance between child and adult led play. There is less emphasis upon writing and number but children enjoy many different ways of mark making and learn number through songs and rhymes. At the after school club, older children are a good role model for the youngest ones and they enjoy playing together.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.