

Humptys Pre School

Inspection report for early years provision

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Inspector	Jane Tagg
Setting address	Carpond Lane, Wilburton, Ely, Cambridgeshire, CB6 3RJ
Telephone number	07951 302 330
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Type of setting	Childcare - Non-Domestic

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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).

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.

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Description of the setting

Humptys Pre school was registered in 1984 and operates from a mobile building in the grounds of Wilburton Primary School. It is situated in the village of Wilburton, near Ely, Cambridgeshire. The pre school is managed by a voluntary management committee, made up of parents of the children at the setting.

The pre-school is registered to care for a maximum of 20 children at any one time. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 9am to 12noon with a lunch club from 12noon to 1pm on a Friday during term times. The number of days it opens varies each term according to demand, but is currently open every day. All children have access to a large enclosed outdoor play area.

There are currently 20 children aged from two to under five-years on roll. Of these, 17 children receive funding for nursery education. Children come from the local area and surrounding villages. The pre school currently supports a small number of children with learning difficulties and disabilities

The pre-school employs three staff. Of these, two hold appropriate early years qualifications and one is currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident in this pre-school because the staff listen to them and take their views on board. The staff plan effective activities so that children make good progress towards the early learning goals. The pre-school team collect relevant information from parents when they start and provide them with ongoing detailed reports to ensure that children's individual needs are being met, overall. They work in partnership with other agencies, such as, the speech therapist and area Special Educational Needs Coordinator. The staff evaluate their practice in writing, to identify their strengths and weaknesses. This gives them good capacity to maintain continuous improvement to benefit all the children in their care.

What steps need to be taken to improve provision further?

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

- develop further the communications with parents about their children's progress, this is with regards to further involving children and parents in future planning

The effectiveness of leadership and management of the early years provision

Children are safeguarded well in the setting because the staff team have good knowledge of local safeguarding policies and procedures. Safeguarding training is a priority and all staff have completed this to ensure children's well-being is protected. Staff know the correct procedures and contact numbers if they have concerns about a child. The pre-school keeps appropriate attendance, medication and accident records and parental approval for outings. Children are kept safe whilst at pre-school because staff supervise them well and are vigilant when out and about. For example, they maintain correct ratios and take a first aid kit out with them. Pre-school staff and committee complete written risk assessments to ensure children's safety around the setting and for each outing.

The established staff team have a good knowledge about the Early Years Foundation Stage and use this to support children in their learning. The environment is organised to enable children to select their own activities from a varied selection available inside and out and so they become independent learners. There is a good range of quality resources for children to choose from, including, construction bricks, hobby horses, craft materials, puzzles and books. These are rotated at six-weekly intervals to maintain interest. This enables children to make good progress in their development.

The committee run pre-school is committed to continual improvement and previous recommendations have been addressed. They use written self-evaluation to identify strengths and weaknesses and look for ways to enhance the quality of provision. For example, although, the pre-school forms good relationships with parents and carers, they have recognised they would like to involve them further in the planning. Information, such as, preferences and interests are provided by parents when each child starts. The pre-school see this exchange of information over time, as vital to ensure individual children's needs are met effectively. Parents are consistently informed about their children's progress. For example, the staff have recently reinstated home liaison books. The pre-school also provides information of the children's progress in scrap books and detailed ongoing records.

The pre-school makes good partnerships with others, such as, the local school and other settings which support the children's learning. This means there is continuity of care and smooth transitions into school. In order that children's additional needs are effectively provided for they also have links with other agencies. For example, speech and language therapists and local authority special needs advisers visit the pre-school. Adults known as 'Humpty's helpers' volunteer in the pre-school. The pre-school makes visits into the community, such as, the butterfly park and the woods. As a result, children begin to understand about where they live and feel part of their surroundings.

The pre-school supports young children to understand their own and others cultures and beliefs, for example, by celebrating some festivals and children's birthdays. A range of multicultural resources, such as, books, puzzles and posters are available for children to learn about differences and diversity. Children's photos

and examples of different homes are displayed to promote belonging. The pre-school staff adapt activities to enable all children to participate and to ensure they feel fully included in the setting. Children show care and kindness to each other according to the pre-school's behaviour policy.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at pre-school as warm relationships with caring and responsive staff have been built. The friendly staff greet the children as they arrive, they settle quickly and begin to explore. Children confidently express themselves, as the staff listen to what they say and record their comments, so they feel valued. The pre-school is committed to meeting the individual needs of the children and plans purposeful activities and outings. Children are able to move around the setting freely as they know where they can go. They choose for themselves from the good quality resources and wide range of toys available. This encourages children to become independent learners and feel secure. The pre-school staff ensure children's safety by discussing 'kind hands' and 'kind feet', supporting correct use of equipment and practising road safety in the school playground.

Children's good health is promoted by the staff. Children are able to play outside daily in the fresh air, regardless of the weather, owing to a covered area in the garden. They are given the opportunity to exercise by climbing on the pirate ship, running up the grassy slope and balancing on the stepping stones. The staff talk to them about the effects of exercise on their bodies and they are able to recognise when they are hot or out of breath. A bowl of fresh fruit and fresh water is available throughout the session. Children create their own pictorial menu at snack time to choose the healthy foods they want. For example, cereal, raisins and tangerines. So children are learning to make healthy choices. The pre-school staff are supporting children to keep them healthy by teaching effective care routines, such as, hand washing before snack and after feeding the rabbits.

Children are making good progress towards the early learning goals because the enthusiastic staff plan activities around their interests and needs. They efficiently observe the children's play. This identifies learning priorities well and achievements are recorded in the scrapbooks and detailed summative records. As a result, children can make good progress in their learning and activities planned are fully effective to meet their needs. Children are developing good language skills, as the staff team are engaging them in conversations all the time. Children are able to join in with songs using actions, to increase their understanding. For example, they make a big tree with their hands and count down the leaves falling, in 'five little trees'. Children are using mathematical ideas and methods to solve practical problems. They enjoy sorting socks into pairs to peg on the rotary clothes line. They also choose shoes by size in the 'shoe shop' and pay for them with toy money at the cash registers. Children find out about the wider world by digging in the earth outside to plant vegetables and watch them grow. They help the pre-school leader fitting together parts of a climbing frame and explore conkers, sand and pebbles. Children continue to have fun while exploring their senses by

manipulating play-dough, carrying out spatter paintings, seeing how the colours mix together and making footprints in flour. This also means that children are learning good skills for the future.

Children are made to feel they belong from the outset by making a named 'pocket person', these are individual to each child and used at register and at snack time. Children behave well in the pre-school as the staff have clear and consistent boundaries to which the children readily respond. Children are showing a respect for themselves and others. This is because the pre-school staff explain how to feed the rabbits, discuss differences in families and their homes through books and pictures and through celebrating festivals together. The staff consistently praise the children's efforts. Their paintings, collage and models are displayed at the end of the day for parent's to see, which gives a further sense of achievement.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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