

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

Caretakers Bungalow, Southill School, Sycamore Road, Southill, Weymouth, Dorset, DT4 9UF

<b>Inspection date</b>	02/05/2013
Previous inspection date	30/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy coming to pre-school where they are involved in a good range of activities, both inside and out.
- Children develop good relationships with staff. They behave well and respect one another's differences.
- Overall, staff complete a clear observation, assessment and planning system that contributes towards children making good progress in their overall development.
- Staff promote positive partnerships with parents, which enable them to meet children's care needs well.
- Staff work well as a team to provide a safe and welcoming environment for children to learn through play.

### It is not yet outstanding because

- The system for gathering information from parents about their children's development when they start is not always effective in enabling planning children's progress from the outset.
- Staff do not always encourage children's independence and practical skills at snack time.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a joint observation as agreed with the registered person.
- The inspector observed and spoke to children during their activities, inside and outside.
- The inspector interviewed the manager and registered person.
- The inspector sampled records and documentation, which included children's progress records.
- The inspector took account of parents' views obtained via interview and the pre-school questionnaires.

## Inspector

Brenda Flewitt

## Full Report

### Information about the setting

Humpty's House Pre-school operates from a converted bungalow, situated in the grounds of Southill Primary School, in Weymouth, Dorset. 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. The pre-school is open every day from Monday to Friday from 9am to 3pm all year, with the exception of 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 3pm to 6pm during term time, and 8am to 6pm in the school holidays.

The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and those who learn English as an additional language. The pre-school provides funded early education for two, three and four year old children. There are currently 69 children on roll, of whom 67 are in the early years age group. Two of these attend the after school club. There is a team of seven staff, who work with the children. Most of these hold, or are studying towards, relevant qualifications at level 3.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review the system for requesting information from parents about their children's achievements at home at the time of admission
  
- extend children's skills for the future by involving them in preparing their own food at snack time.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. They plan a broad range of activities that are linked to children's interests and through general themes such as 'people who help us'. Staff implement a clear assessment system, overall, to monitor and promote children's good progress in their learning. Staff get to know children well once they are established in the setting. However, they do not always ensure that they have detailed information from parents about

children's development at home when they first start. Therefore, the planning for their progress does not always begin straight away.

Staff clearly link observations to stages of development and use this information effectively to plan children's next steps. Staff provide parents with ideas of how children's learning can be extended at home. This includes both general ideas, such as learning at bath time or when out shopping, and specific ideas for encouraging individual next steps in development. The clear assessment system contributes well to the progress check for two year olds, which key persons complete with parents and share with Health Visitors. Children's contributions are valued in their 'diaries', with samples of work they are 'proud of'. The 'diaries' are stored thoughtfully to enable children and parents to find them easily.

Staff promote children's language well. Some children use language well to communicate, initiating conversations and organising their play. Staff support children who do not talk as confidently, or who use an alternative home language, by helping all children to learn sign language. Staff organise small group activities to promote children's listening skills and verbal language. Children enjoy familiar stories and like to pretend they are going on a 'bear hunt'. They listen well and join in familiar phrases and actions. Children like to take home 'Little Ted' (a soft toy) with whom to share adventures. Talking about these encourages children's confidence in talking about events in their lives with their friends in the group. Children develop a meaningful understanding of maths as they solve problems such as how many cups are needed at snack time or how many are left when being cleared away. Children experiment with capacity as they fill and empty containers with water, deciding whether a full container will be 'heavy or light'.

Children learn about the world around them through walks in the local area. For example, staff organise 'observational walks' where children look for features in the environment to match to pictures and words. Staff seek information from parents about events they celebrate to explore with the children. Children recently enjoyed a paint throwing activity as part of their experience when learning about the Indian festival of Holi. Children, therefore, learn to value and respect one another and everyone's differing needs.

### **The contribution of the early years provision to the well-being of children**

Children enjoy coming to pre-school, they make good relationships with staff and one another. Key persons gain information about children's backgrounds to enable them to help new children settle and feel secure. This includes knowing about families and home languages. Children are confident to make their needs known, as they can be sure of a friendly and caring response. They develop a good sense of belonging as they see pictures of themselves and their artwork displayed in the pre-school. They learn about being part of a community as they go on outings in the local area, such as to the lifeboat station. Children become familiar with the school environment as they share resources such as the outdoor area. Staff establish dialogue with reception teachers from various schools, which contributes to aiding children's move on to school.

Children behave well. They learn what staff expect from them through familiar routines

and clear explanations. Children are keen to help pack away toys and equipment and respond well to tasks of responsibility, such as 'snack time helper'. Staff regularly praise children for their effort and achievement, which helps boost children's confidence and self-esteem. Topics and 'home-link' ideas help children understand the importance of being helpful. Staff display photographs of children being helpful at home, which provides a good basis for conversation.

Children confidently move around the pre-school making their own choices from a good range of resources. Staff store some play equipment at low level with written labels and pictures. This means that children can select for themselves and extend their own play and learning. Children practise good routines for personal hygiene and they start to use toilet and hand washing facilities independently. Children make choices from healthy options at snack time, such as fresh fruit, with cheese and crackers. They develop skills in pouring their own drinks, but staff prepare the food in advance. Therefore, they are not using this everyday activity to extend children's learning in using tools and developing independence skills. Children have fresh air and exercise several times during the day when they play outside. They develop good physical skills as they use challenging equipment such as climbing frames, slides and wheeled vehicles. Staff encourage children to be aware of their own safety through reminders about how to use equipment safely, and by teaching road safety when out walking. Children get to know what to expect if they must leave the building in an emergency as they are involved in regular fire drills and explanations.

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

The pre-school staff work well together to ensure that the setting operates smoothly on a day-to-day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety. All required records are in place, completed clearly and stored confidentially. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their knowledge up to date through regular training and discussion. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff complete risk assessments and daily checks so that they provide a safe environment for children to play. Effective staff deployment means that children are well supervised, in order to keep them safe and support their learning.

Overall, staff establish effective partnerships with parents. Staff supply detailed information about the setting. This includes an information pack explaining the progress records and how parents can be involved through the 'Home Link' system. For example, families can borrow interactive bags to take home to use together to promote different areas of learning, such as 'music' or 'feelings'. Staff also supply written policies, regular newsletters and displays in the setting. Parents say they are happy with the progress their children make at the pre-school. They comment that staff are approachable and that their

children are happy. Partnerships with other professional are good. Staff work closely with other professionals involved in children's education to make sure any specific learning strategies are implemented in the pre-school. This provides consistency for children and means children with additional needs are included and make good progress in relation to their starting points. Staff share useful information with other early years providers when children also attend other settings.

There are good systems for monitoring staff effectiveness. Regular supervision and appraisals help identify any training needs. Ongoing reflective practice based on the children and how they learn helps to identify targets for improvement and ensure continuous improvement. For example, staff regularly change the layout of the play area according to how children use the resources. Staff have improved children's learning outdoors by providing a covered area known as 'active alley', where children explore and develop their own ideas.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	140993
<b>Local authority</b>	Dorset
<b>Inspection number</b>	912684
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Lyn Beadnell-Smith
<b>Date of previous inspection</b>	30/01/2009
<b>Telephone number</b>	01305 780857

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## Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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