

Humpty's Pre School

Carpond Lane, Wilburton, Ely, Cambridgeshire, CB6 3RJ



Inspection date	22 March 2016
Previous inspection date	12 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff's quality of teaching and their interactions with children are inconsistent. Managers do not make effective use of supervision and monitoring of the staff to raise their confidence and improve children's learning.
- At times, staff are not flexible in adjusting activities to present children with suitable interest and challenge. In particular, group activities are not well planned enough to engage those children who find sitting and listening more difficult.

It has the following strengths

- Children settle into the pre-school well. They develop secure relationships with staff, who are kind and friendly to them. Staff collect detailed information from parents when children first attend so that their initial needs are effectively met.
- Children benefit from a varied range of accessible resources and toys indoors and outside. This helps them to develop their independence and make choices about their play.
- Staff help children to develop healthy lifestyles. They talk to the children about eating nutritious food and encourage them to be physically active.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- improve the effectiveness of staff mentoring, supervision and monitoring to identify inconsistent teaching and implement a programme of support and professional development. 22/04/2016

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

- review the planning of activities so that they are flexible and responsive to the individual needs of the children, providing suitable challenge and promoting their good progress.

Inspection activities

- The inspector carried out a joint observation with the acting manager. She had a meeting with the acting manager and a representative of the board of directors.
- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children.
- A range of documentation was looked at. This included evidence of staff suitability and training, some policies and procedures, the pre-school's action plan for improvement and children's records.
- Discussions were held with a small number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, the management team has implemented mostly secure improvements. Staff have carried out the required progress checks for children aged between two and three years. The acting manager has regular meetings with staff to offer them support. However, there is not enough focus on the quality of teaching, which is not consistently good. Safeguarding is effective. Staff attend training in child protection and have a competent understanding of how to respond to any concerns about the children. Management committee members have responded well to external support and have a better understanding of their responsibilities. The acting manager is beginning to monitor children's progress, as a group, to help her identify if children are at risk of gaps in learning.

Quality of teaching, learning and assessment requires improvement

Most staff have appropriate qualifications and they work well as a team. Staff demonstrate an understanding of children's developmental needs and are beginning to use the next steps in children's learning to plan activities. However, staff interactions with the children and their teaching skills are variable. Occasionally, they supervise the children, rather than engage with them to enhance their learning. During the regular group times, some children join in readily. They help to identify the days of the week and discuss the weather. However, staff do not adjust these times to take into account the differences in children's abilities. Children that find it hard to listen and concentrate lose interest and learning opportunities are missed. Nonetheless, children spend enjoyable times freely accessing the plentiful toys and equipment. They listen eagerly to stories, handle books with interest and have opportunities to practise their developing writing skills.

Personal development, behaviour and welfare require improvement

Children learn about the importance of healthy exercise as they play on large equipment in the garden. Activities, such as planting strawberries, support children's understanding of growth and change. Parents speak positively about the pre-school. They share in their children's learning experiences through regular conversations with staff. Children learn to manage their feelings and make good friendships with others. Staff speak to children positively about sharing their toys and taking turns. They encourage children to talk to them and show them that they value their questions and contributions. However, not all children are effectively encouraged to sustain their interest and concentration. Staff have attended appropriate training so that they understand how to safely prepare children's healthy snacks.

Outcomes for children require improvement

Due to the variable quality of teaching, not all children make good progress. Overall, children are adequately prepared for school. Children, including those who speak English as an additional language, develop their social skills and have positive relationships with staff. Older children recognise their names and count each other confidently. Staff introduce children to their new classrooms and teachers during the summer term. This helps children to approach their move into Reception classes with confidence.

Setting details

Unique reference number	259699
Local authority	Cambridgeshire
Inspection number	1033092
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Humpty's Pre-School (Wilburton)
Date of previous inspection	12 November 2015
Telephone number	07951 302 330

Humpty's Pre School was registered in 1984 and is operated as a private limited company. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The pre-school opens from Monday to Thursday during school term times. Monday to Wednesday session times are from 9am until 3pm. On Thursday, session times are from 9am to 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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