

Humpty's Pre School

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



Inspection date	10 November 2016
Previous inspection date	22 March 2016

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, managers have implemented regular supervision meetings for staff and identified professional development opportunities. Managers and staff have responded well to support from external advisers and teaching is consistently good.
- Staff build effective and positive partnerships with parents and keep them well informed about children's achievements. Parents are supported to extend children's learning at home as, for example, they are given ideas for activities.
- Children benefit from plenty of healthy outdoor activity. They develop their physical skills as they climb over equipment and learn to pedal bikes. Staff encourage them to look for birds and insects, and help them to learn about the natural world.
- Children have an enjoyable time in this friendly pre-school. They arrive excited and look forward to their day. Staff provide a broad range of good quality, accessible resources and ensure children have time to make choices and follow their own interests.

It is not yet outstanding because:

- Staff do not make the most of opportunities to challenge children's abilities and encourage them to contribute their own ideas to enhance their own learning.
- Although staff now regularly observe children and assess their achievements, they do not always precisely plan for individual children's next steps, in order to promote outstanding progress.
- Monitoring of those children who are slower to develop their key skills is not yet fully effective to ensure they rapidly have the help they need to catch up with their peers.

What the setting needs to do to improve further

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

- support staff to respond more effectively to children's ideas and abilities, challenging them to accelerate their progress still further
- strengthen planning to focus more precisely on what individual children need to learn next to help them to achieve the best possible progress
- closely monitor the progress of those children who are slower to develop their skills, in order to ensure they swiftly have the help they need to catch up with their peers.

Inspection activities

- The inspector carried out a joint observation with the manager.
- 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 documents was looked at, including staff suitability and training, some policies and procedures, and children's records.
- The inspector discussed safeguarding arrangements and safeguarding training with staff.
- Discussions were held with a number of parents, and their written views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The pre-school manager and staff attend child protection training regularly. They have a good understanding of the local safeguarding procedures that help them to protect children from abuse or neglect. Children play in a safe environment. Staff are vigilant and make sure the premises is secure. Since the last inspection, staff have responded well to training and guidance. Staff are more skilful at adapting group activities to engage and interest children. Monitoring of children's progress is established, although it does not yet take full account of all groups of children. Managers and staff have implemented a detailed improvement plan that takes into account the views of children and parents.

Quality of teaching, learning and assessment is good

The qualified and experienced staff team supports children well to develop an interest in writing. They provide a good range of attractive opportunities, such as the outdoor writing station. Children enjoy songs and rhymes. They listen excitedly to repeated refrains, anticipating which words come next. Older children find their names confidently and some are beginning to write recognisable letters. Staff engage them in activities that encourage them to work together, such as tidying away at the end of the session. Children love to play in the sand, emptying and filling their containers with persistent enthusiasm. There is an increasingly strong partnership with the host school. Children have use of the school grounds and take part in school events. This helps children to be ready for their move into the Reception class. Staff frequently assess individual children's progress and share the results with parents and other settings the children attend.

Personal development, behaviour and welfare are good

Staff implement thorough settling-in procedures, which help children to quickly develop good bonds with them and other children. Parents are encouraged to contribute detailed information about their children's home experiences to support staff in meeting their needs. Staff develop children's understanding of healthy eating as, for example, they grow fruit and vegetables in the pre-school garden. They explore the benefits of an active lifestyle and learn how exercise makes their muscles stronger. Children are encouraged to learn about each other and their diverse lifestyles. They read books about the travelling community and learn words from other languages. Good manners and polite behaviour are consistently supported by staff, who are good role models.

Outcomes for children are good

Children are sociable and are learning to share and take their turn. They have an enthusiasm for learning and look forward to the day's activities. Children, including those who speak English as an additional language, show an interest in books and listen well to stories read by staff. They develop a practical understanding of numbers. For example, they count fruit portions. Overall, children learn the key skills they need to support their move on to school. Staff and parents work together to decide on the most effective way to allocate any additional funds.

Setting details

Unique reference number	259699
Local authority	Cambridgeshire
Inspection number	1045267
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	19
Name of registered person	Humpty's Pre-School (Wilburton)
Registered person unique reference number	RP905435
Date of previous inspection	22 March 2016
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 three members of childcare staff all of whom hold relevant qualifications. The pre-school opens from Monday to Thursday during school term times. The Monday to Wednesday session times are from 9am until 3pm. On Thursday, session times are from 9am to midday. 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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