

Humpty's House Pre-School and The Kool Kidz Club



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

Inspection date 10 January 2018
Previous inspection date 12 January 2017

	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

- The manager and deputy are effective role models and help staff provide good-quality teaching. They use training, support and staff observations successfully to help staff keep improving their skills. They provide consistently good outcomes for children.
- From training, staff provide good support for children's speaking and listening skills. They engage children in lots of discussions linked to their own experiences. Children think critically and extend their vocabulary well.
- Children behave well, have good relationships and gain a positive awareness of each other's differences. Staff encourage children to be as independent as possible and to be proud of their achievements.
- Strong partnerships with parents and other providers enable staff to know children well and meet their individual needs effectively. Staff seek good information on children's starting points and interests, to enable them to plan and motivate children right from the start. All children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not consistently encourage older children to learn about assessing risks and managing their own safety.
- Staff miss some opportunities to use boys' interests to help develop their writing skills.

What the setting needs to do to improve further

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

- help older children to assess risks and develop their understanding of keeping themselves safe further
- improve ways of engaging older boys in developing their writing skills further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to staff, parents and children, and took account of the provider's self-evaluation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the owner and the manager, and carried out a joint observation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good awareness of how to protect children's welfare. They know what to do should they have a concern that a child may be at risk of harm. The provider has a good understanding of their responsibility to inform the regulator of any significant events. The manager and deputy ensure that staff deploy themselves effectively to keep children safe in all areas. Most staff hold a paediatric first-aid qualification and they follow good procedures in the event of an accident. The manager monitors children's development successfully. She uses the information well to identify where any individual or groups of children may need additional support. The manager seeks staff and parents' feedback as part of the self-evaluation and identifies good actions for continuous improvement. For instance, she is introducing more resources in the outdoor area, such as den building and a workshop.

Quality of teaching, learning and assessment is good

Staff make good regular observations to monitor children's progress. They plan challenging adult-led and support child-initiated activities which motivate children to learn. For example, when staff read the children's favourite story they remained engrossed, filled in missing words when staff paused and participated fully in the actions. Staff challenge older children well in their mathematical development. For instance, when they recognised a rectangle, staff helped them think how they know this, and they responded that it has two long and two short sides. Young children learn about prepositions through enjoyable games, such as placing animals in different places. Staff provide good support to help children think about what they want to do, how to do it and what they need. Staff help children to think how they can solve problems. For example, children found materials to make a hose for their fire engine. When they realised it was not long enough they used tape to join pieces together and added more to make it secure.

Personal development, behaviour and welfare are good

Children settle quickly on arrival. They enthusiastically engage in the activities, happily parting from their parents and carers. Staff nurture the youngest children well, enabling them to gain confidence and take an active part, according to their individual needs. They notice what interests the children and help them to explore and investigate the good range of resources further. For example, children used a compact disc player and enjoyed dancing together. Staff meet children's physical and emotional needs effectively. Children choose whether to learn indoors or outdoors. They have good opportunities to be active, learn the importance of exercise and understand about healthy eating.

Outcomes for children are good

Children develop a positive attitude to learning and acquire good skills that prepare them well for school. Older children count with confidence, work out totals in a group and recognise some numerals. All children become independent in their self-care skills. They pour their own drinks and learn to use tools safely, such as buttering their bread. Children share and help to tidy up. They are confident communicators and contribute their own ideas.

Setting details

Unique reference number	140993
Local authority	Dorset
Inspection number	1083456
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 - 4
Total number of places	30
Number of children on roll	33
Name of registered person	Linda Beadnell-Smith
Registered person unique reference number	RP513068
Date of previous inspection	12 January 2017
Telephone number	01305 780857

Humpty's House Pre-School and The Kool Kidz Club operates from the grounds of Southill Primary School in Weymouth, Dorset. The pre-school is open Monday to Friday from 9am to 3pm term time only. The Kool Kidz Club is open weekdays from 3pm to 6pm during term time and from 8am to 6pm in the school holidays. The pre-school receives funding to provide free early education for three- and four-year-old children. There are six members of staff. Of these, one holds qualified teacher status, four hold an early years qualification at level 3 and one has a qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

