

Inspection of Humpty Dumpty Pre-School

KWMCC, Twelve Acre Approach, Kesgrave, IPSWICH IP5 1JF

Inspection date:

9 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff foster secure and reassuring relationships with the children. This helps children to arrive happily and settle easily. Staff have a caring approach and take the time to praise children when they are kind or helpful. They supervise children well. For example, staff ensure they are on hand to offer guidance and redirect play when there are minor disagreements between children. This helps children to begin to learn important social skills, such as how to share and take turns in their play.

While children have some positive learning experiences, they do not benefit from a consistently well-planned and effectively implemented curriculum. While children make choices in their play, staff do not ensure they plan purposefully enough to build on children's prior learning. This means that much of what children learn is incidental, and there are times when children do not get the most out of activities, particularly children with special educational needs and/or disabilities.

Nevertheless, staff create an inviting outdoor environment that children are keen to explore. Staff provide equipment to encourage children to practise pedalling and balancing. This helps children to develop their physical strength and coordination. When children show an interest in the damp cobwebs, staff suggest to them that they find the magnifying glasses to take a closer look. Some children take the initiative to work together to look for worms under the outdoor mats.

What does the early years setting do well and what does it need to do better?

- The curriculum is not clearly understood or implemented by staff. While staff spend most of their time interacting with the children, they do not always understand what they want children to focus on and learn. This means that children do not gain as much learning from their experiences as they could and do not make the best possible progress.
- Staff use simple daily routines to help to teach children how to maintain a healthy lifestyle. For example, they encourage children to use a tissue to wipe their nose, before reminding them to put their used tissues in the bin. Staff create opportunities for some children to pour their own drinks and chop soft fruits at snack time. This helps to promote the development of children's independence.
- Staff revisit popular stories to help to encourage children to develop a love of books and early reading. They offer more interactive activities based on these stories to help to capture the interest of the youngest children. For example, children re-enact scenes from a familiar story as they go on a 'bear hunt' and pretend to squelch through the mud.
- Staff identify children's emerging communication and language needs. They use basic sign language and introduce resources such as visual communication mats.

This helps children to begin to express their choices. However, the strategies used to support children with speech and language delay are not yet effective. For example, staff do not adapt their interactions to ensure children have enough time to think and respond to questions and instructions.

- Partnership working with parents and carers is well established. Parents have daily opportunities to speak to their child's key person and to exchange information about their child's needs. For example, staff take the time to find out about children's specific medical needs and work with parents to plan for their care. Parents appreciate the support their children receive when it is time for them to move on from nappies and to start using the toilet.
- Leaders and staff have a secure understanding of risk and provide a safe and secure environment for the children. They know how to identify concerns about children's welfare or the conduct of staff. They understand how to report any concerns and work well with relevant agencies. This helps to ensure children are protected from harm.
- Leaders are reflective and acknowledge the journey they are on to improve the provision. However, the arrangements for monitoring practice are not yet fully effective in ensuring children benefit from a consistently good level of education. Staff say they feel well supported in their roles, and that their well-being is a priority. As a result, morale is good among the team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff understand and implement a curriculum that clearly identifies the intentions for children's learning, so all children are offered appropriately challenging and engaging activities and experiences	30/11/2024
ensure that strategies to close the gaps for children with identified emerging needs are effective, especially in relation to children's speech and language skills.	30/11/2024

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

- strengthen the monitoring of staff to ensure that weaker areas of practice are identified and addressed to raise the overall quality of education.

Setting details

Unique reference number	251528
Local authority	Suffolk
Inspection number	10361570
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	51
Name of registered person	Humpty Dumpty Pre-School Committee
Registered person unique reference number	RP527857
Telephone number	07837154081
Date of previous inspection	2 May 2019

Information about this early years setting

Humpty Dumpty Pre-School registered in 1987. It is located in the Kesgrave area of Ipswich, Suffolk. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 1.45pm. There are five members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Leaders talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Leaders and the inspector jointly observed and evaluated an adult-led story activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at the pre-school.
- Parents shared their views of the pre-school with the inspector.
- Leaders spoke to the inspector about the leadership and management of the pre-school.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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