



Humpty Dumpty's Day Nursery

Inspection report for early years provision

Unique Reference Number	255138
Inspection date	09 October 2006
Inspector	Jayne Lesley Taylor
Setting Address	Marlow House, Marlow Street, Rowley Regis, West Midlands, B65 0AY
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Registered person	Partnership of Alison Forbes and Angela Gibbs
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Humpty Dumpty's Day Nursery opened in 1997. It operates from eight rooms in a two storey converted building in Rowley Regis. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to secure enclosed outdoor play area.

There are currently 33 children under five years on roll. Of these, five receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing an understanding about good hygiene practice through established daily routines. They wash their hands both independently and with support. For example, after messy play, after using the toilet and before eating. Spread of infection is minimised because the staff ensure that routines and procedures are applied, resulting in children's needs being effectively met. The setting has parental consent for administering medication. However, children's health is potentially compromised as parents are not always requested to sign medication recording sheets to acknowledge the entry.

Children are nourished as they are provided with a balanced range of meals, snacks and drinks. Mealtimes are a social occasion where children sit together. However due to limited opportunities to develop their independence, their participation at a level that is appropriate to their age and level of maturity is restricted. Children have free access to drinks throughout the times that they attend, staff monitor what they drink and how often. This ensures that the children do not become thirsty or de-hydrated. Older children understand the importance of drinking throughout the day.

Planned routines and activities ensure that children have opportunities for physical play and exercise daily. Their physical development is supported because staff promote a balanced range of indoor and outdoor play. For example, children use a sensory room where they are able to use a range of soft play equipment. When using the outdoors children freely play with bikes, scooters, a crawling tunnel and a range of bats, balls and hoops. Children's individual needs are responded to because they have opportunities to rest and relax as they wish throughout the day. Babies are able to be physically active and staff ensure they have room to practice, rolling over, crawling, standing and walking. They are encouraged to reach out and move towards toys and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises that are safe and secure. The environment is organised so that it meets their needs, allowing them to move safely and freely around their base rooms and the whole building. Children are acknowledged by staff on their arrival and departure. They safely use a range of furniture and equipment that is suitable for their ages and stages of development. Staff make sure that resources are stored so that children can get to them safely and easily, this means that children's independence is encouraged.

Staff directly supervise children which keeps them safe and secure. They offer them gentle reminders about what they are doing. For example, holding onto the hand rail when going up and down the stairs. Older children are extending their understanding of other peoples roles in keeping them safe, for example the police and the fire service. On the whole staff maintain a safe environment by checking equipment and areas that the children use daily. However

children's safety is potentially compromised because staff do not always respond to daily risk assessments of the outdoor play area.

Children are protected because staff have an understanding of child protection procedures and practice. They are aware of their individual roles and responsibilities regarding protecting children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled within the nursery. They eagerly take part in the range of activities and experiences offered to them. Children are sociable and have confident relationships with their peers and adults, this helps them to develop a sense of belonging. Children are aware of the daily routine which allows them to make choices regarding what they would like to do, they share and take turns, supporting and helping each other to achieve. Staff show interest in what the children are doing and regularly talk to them asking them question which supports their learning. Children initiate their own play and are at ease with the staff when they offer help and support, this helps them to foster trusting relationships. Staff praise and encourage the children and involve them in making decisions about what they would like to do, boosting children's confidence and self-esteem. Children are able to achieve and progress because they take part in planned, focused activities that are appropriate to their age and levels of ability and maturity.

Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate an understanding of the Foundation Stage, and although they have not attended training they competently put into practice what they know. Children are able to benefit from learning experiences that cover all six areas of learning. Staff interact positively with the children, and are attentive to their needs, making them feel valued and secure. A stimulating environment where children can be self-sufficient contributes to them being independent and enthusiastic about their own learning. Staff have a relaxed approach that makes learning enjoyable for the children. Consideration is given to children with varying levels of needs and abilities, with staff having an understanding of different teaching methods.

Planning demonstrates that staff take opportunities to extend children's learning, achievements and experiences. Observations of children are used to identify individual learning needs and to plan the next steps in their learning. Children's individual levels of attainment in all six areas of learning are recorded and as a result their development is supported and they are able to make progress at a pace that meets their personal needs.

Children confidently enter the nursery greeting their friends and staff. They sit together at circle time and talk about the day ahead. Children have opportunities to develop their social skills and confidence by being chosen to be the daily helper and take responsibility for certain tasks, such as giving out drinks and snacks and laying the dinner table. They are aware of their own needs and feelings and are beginning to consider the needs of others, therefore developing

a sense of right and wrong. Children have close and caring relationships, this increases their sense of trust and helps them to develop a sense of belonging.

Children have regular opportunities to recognise their own names and practice mark making skills, for example by writing words on labels and signs and by writing their own name. A range of words and pictures displayed around the room supports their understanding that written words convey meaning and have a purpose. Children have free access to books and they listen to stories attentively.

Children are beginning to see the connections and relationships between numbers, some can count to 10 and beyond and are able to visually recognise written numbers. Children use positional language such as, in front, behind, on top and talk about big and small to help children to compare size. However, there are limited opportunities for them to develop their skills and knowledge associated with weighing and measuring, and to use maths throughout the daily routine, specifically with regard to calculation.

Children talk freely about their lives and families and have experience of what is happening in their local community. For example, by visiting the library and the post office and having the police and fire fighters come to the nursery. They are developing an understanding of different lifestyles, cultures and the wider world. Through planned topics children are learning about changes to living things and that they need care for them to grow. Children enjoy using their senses and explore with a range different materials, including tasting, smelling and feeling activities. Children have limited opportunities to use a range of everyday technology, this impacts upon their understanding of how to use them in everyday situations.

Children are developing skills in control and co-ordination when using a range of both large and small equipment and apparatus. They use the equipment with confidence and purposely within their play, for example when parking bikes outdoors and filling them up with petrol. Children move around safely, showing control and co-ordination, for example when walking up and down stairs. Children use malleable materials with control and purpose. For example, making objects out of clay and then painting them.

Children have opportunities to explore colour, texture, shape, form and space through a range of art and craft activities that include painting, play dough and junk modelling. They are freely expressing and communicating their ideas through imaginative play, creating roles and situations. Children take part in free and structured music sessions, tapping out beats and following instructions.

Helping children make a positive contribution

The provision is satisfactory.

Children have a positive attitude about themselves and others, which is supported by the staff caring for them. They participate and achieve at a level that they are comfortable with because staff provide and maintain an inclusive environment. Children receive support and guidance from staff that builds their confidence and encourages them to achieve. Staff talk to the children about what they like doing and encourage them to make some choices, this fosters children's

sense of well-being and self-esteem. Through a range of topics and activities, children are beginning to understand about differences in themselves and the wider world.

Children understand the need to behave well and respond positively to gentle reminders from staff. Staff act as role models for the children, being polite and caring. This practice supports children's understanding of the need to think about their own and each others feelings. Children play well together and understand that they need to share and take turns. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. There are adequate systems in place for sharing information about the setting. This includes information about the settings policies and procedures. Staff talk to the parents daily, passing on any relevant information, ensuring that parents wishes are complied with. Parents receive information about the Curriculum guidance for the Foundation Stage which ensures that they are kept updated about their child's learning and progress. Staff are beginning to work with parents to support their child's learning at the setting and at home.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by staff who are friendly and approachable, making children feel happy, settled and secure. Staff update their skills and knowledge through attending training, this enhances their practice and promotes the care and education of the children in their care. Children play and learn in an environment that is organised to meet their needs, this enables them to enjoy themselves and participate fully in the activities offered.

Most required documentation which contributes to the children's health, safety and well-being is in place. Staff are able to care for children accurately because details of children's individual needs are recorded.

Leadership and management of the nursery education is satisfactory. This contributes to children making satisfactory progress towards the early learning goals. Meetings are held regularly to plan the educational programme and staff contribute ideas to support children's learning. Management support staff's requirements to attend further training to update their skills and knowledge regarding early education, therefore helping them to teach effectively. Staff are committed to developing and improving all areas of their practice and the quality of care and education for all the children. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that parents received specific information about menus and complaints procedures. To improve the storage of medication information, improve resources that promote positive images of disability, develop staff's awareness of relevant behaviour management strategies and to provide appropriate furniture to meet the needs of the children. A number of key issues were also identified at the last nursery inspection. To develop staffs understanding of how children learn.

To improve the time spent by children waiting unnecessarily, to improve furniture and resources so that children could self-select, extend freely chosen activities particularly in mathematics, communication, language and literacy. Provide opportunities for children to develop their imagination and creativity and to improve the system for recording and assessing children's progress to inform future planning.

The setting has made satisfactory progress in addressing the recommendations from the last inspection. Menus and complaints information are freely displayed for all parents to see and contain all relevant information. This ensures that parents wishes are met. Documentation has been reviewed with regard to the storage of children's information relating to medication. This ensures that children's health and well-being is ensured and confidentiality is maintained.

Development of resources reflecting positive images of disability is extending children's understanding of differences within themselves and others. Staff have attended behaviour management training that has improved their skills, knowledge and practice when dealing with challenging behaviour. A range of suitable furniture is in place that allows children to be comfortable and safe and meets their individual needs.

The setting has made satisfactory progress in addressing the key issues from the last inspection. Staff have worked together to develop their knowledge and understanding of how children learn and to improve the systems for recording and assessing children's progress and informing future planning. They are receiving advice and support, reading relevant materials and competently putting into practice what they know. However, they have not yet had the opportunity to attend formal training.

The re-organisation of the pre school room and the daily routine ensures that children can access activities freely and independently, free choice and self selection means that they access activities whenever they wish. The changes have also ensured that children have opportunities to develop imagination and creativity spontaneously and have extended children's learning in relation to communication, language and literacy. In general children's learning opportunities regarding mathematics has improved. However children's learning with regard to weighing and measuring and to use maths throughout the daily routine specifically with regard to calculation is limited and has been carried forward as a recommendation for this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all medication recording sheets are signed by parents to acknowledge the entry
- provide opportunities for children at mealtimes that encourage their independence
- ensure that risks and hazards are identified and acted upon, specifically with regard to the outdoor play area

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend staff's knowledge of the stepping stones and early learning goals
- develop opportunities for children to calculate, weigh and measure in practical contexts and everyday activities
- develop opportunities for children to find out about and identify the use of everyday technology

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