



Humpty Dumpty's

Inspection report for early years provision

Unique Reference Number	EY250640
Inspection date	09 January 2007
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Humpty Dumpty's day care nursery is privately owned. It was registered in 2003 and it mainly serves the immediate locality. It is situated in the market town of Pickering and is a one storey building which is divided into areas for the various ages of the children who attend. There is an enclosed outside play area.

The nursery is open Monday to Friday all year round. The opening hours are from 08.00 to 18.00. The group is registered to take a maximum of 25 children under five years at any one time. There are currently 53 children on roll, of whom 11 are in receipt of nursery education funding. There are children who attend for whom English is an additional language.

There are seven staff employed who work directly with the children. Of these, four have relevant childcare qualifications. There are currently two staff attending ongoing training to achieve a qualification. There are three additional staff employed as support staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's physical skills are well supported. Children have regular opportunities throughout the day to access the outside play area and have fresh air. There is a good range of large fixed equipment that enables the children to climb, balance and have space to confidently manoeuvre themselves around. The children also have sand and water as well as role play provided outside. The range of resources enables the younger children to have full participation in the development of their physical skills in the outside area. The children have a range of smaller tools that enables them to grip, turn, cut and manipulate various materials. The children are happy and enthusiastic in participating in the movement to music activities.

The older children use the facilities for their personal care confidently and are aware of the importance of washing their hands throughout the day. The nappy changing procedure is clear and all staff use disposable gloves and aprons. The bedding in cots is individual to the child to ensure this minimises cross-infection. High chairs and tables are hygienically wiped after being used. The health and hygiene policy includes the care of children when ill and notifies parents of exclusion periods so they are fully informed.

Children have both meals and snacks provided by the nursery. There are weekly menus displayed for parents. The children have a healthy and nutritious range of meals. The nursery purchases their fresh fruit and vegetables from the local area. The main meals through the week offer the children meat, fish, various vegetables and pasta. The children enjoy their food and meal times are well received by them. They have daily snacks and these include some variety, with healthy options. The children have regular opportunities to bake and eat their produce. The babies and toddlers have their food prepared by the cook and this encourages them to try healthy foods. Drinks are available through the day and these are low sugar juices and water.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a secure and appropriately safe environment. The premises are suitably maintained in most areas. The environment offers a welcoming atmosphere for the children and their parents. The children's work is displayed in their rooms and this promotes a bright and happy place. The range and variety of the toys and equipment offer the children an effective balance of play and learning opportunities, and these are of good quality.

The staff take all reasonable steps to ensure the children's safety. There are detailed risk assessments carried out each year and equipment checked as required. This is supported with a clear safety policy. Access to the nursery is managed effectively by staff with a buzzer and bell system on the door. However, the day to day checks on the premises are not sufficiently

rigorous in detail. The children are aware of safety through the activities, such as crossing the road in a safe way and when using tools and equipment in the nursery. The children all participate in the fire evacuation procedure on a regular basis.

Children are cared for by staff who have a sound understanding of child protection issues which support the safety and welfare of the children. There are clear details and information in place in relation to the Local Safeguarding Children Board procedures and most staff have attended relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and are happy and settle well. The younger children's individual routines are supported effectively. The informed use of the 'Birth to three matters' framework by staff provides the children with a positive range and selection of resources and activities. This enables the babies to access these for themselves, such as the treasure baskets. Staff plan and observe the children to ensure they evaluate what is provided; this informs future planning for the children's ongoing development. The space is well organised for the babies, which aids their mobility and emerging walking skills. The children have a key worker, which promotes continuity of care. This develops the children's sense of belonging and nurtures their emotional needs effectively.

Nursery Education

The quality of teaching and learning is good. The children are motivated and interested in what they do in the nursery. There is an overall balance in child and adult-led play and learning. Children are keen to offer their ideas and assert themselves when required. The key worker is informed about the Foundation Stage curriculum and continues to review its implementation. Children are able to make choices in their play and have sufficient opportunities to make their own decisions. There is a selection and variety of resources and equipment that promote all areas of the early learning goals. The children are showing good levels of independence and confidence in what they do. For example, in their personal care and in helping each other to tidy up. The children are encouraged and challenged in their learning through individual assessment and observation, which is evaluated to enable them to progress.

Children communicate confidently with each other and staff and are able to express themselves. The children ask for help when needed, such as putting on their coat. Children use books throughout the session and enjoy the stories, for example, *Handa's Surprise* and *Gruffalo*. This is also reflected in the children's displays and their sound knowledge of the stories. There are some opportunities for the children to mark make with a selection of tools. However, there are less opportunities for the children to practice and develop their writing skills in everyday activities. The use of numbers in the children's everyday activities enables them to be confident in counting and recognising numbers in their play. The children use language that reflects their understanding of more or less, heavy, bigger and smaller. The children use the computer and mouse very competently. The programs provide the children with additional opportunities to practice their mathematical and language skills very effectively.

Children enjoy their creative play which provides a sufficient range of resources, but sometimes these are not always promoted and accessed throughout the sessions. The children's displays promote their skills and enthusiasm in what they do. Role play is significant to the children and they access and use the resources and props effectively. The children visit the local community to use facilities, such as the library and shops, and for walks. The children have small garden which they look after and they plant seeds and bulbs. Children discuss their families and where they live, with each other and with staff, which promotes a sense of self and place for them.

The children's assessments and ongoing progress is well monitored and recorded. This provides effective evidence overall to inform future planning for individual children.

Helping children make a positive contribution

The provision is good.

Children's individual needs are respected and valued by the staff. There is an equal opportunities policy in place. The nursery continues to extend the range of resources and activities it provides for the children which represents the wider world. This raises the children's awareness of diversity and helps to develop a positive attitude. Children attend from various cultures and this enriches the experiences for all the children. Spiritual, moral, social and cultural development is fostered.

Children's behaviour is consistently managed by the staff. There is a calm atmosphere in the nursery which enables all the children to feel relaxed. Staff offer praise and encouragement to the children to promote their confidence and self-esteem in a positive way. Children have their space and time out is managed effectively by staff. Children respond to the routines and are using their manners, sharing and taking turns well. Staff work together in their approach with the children to establish realistic boundaries that relate to the children's level of understanding.

The partnership with parents and carers is good. Parents have a good range of information provided about the care and education their children will receive at the nursery. The daily link with the key worker of their child provides continuity and consistency for them. The staff provide daily diary sheets for all the children, which inform parents of their child's day, such as when they had a sleep and the activities they have been involved in. Staff work with parents to ensure their children settle in. The children's routines are recorded through the 'all about me' list before the child attends. Parents are given quarterly reports on how their children are progressing and these cover the children from birth to three and the pre-school children. Parents have opportunities to comment on the reports and there is a suggestions box for other general comments.

Organisation

The organisation is good.

The nursery is well organised to promote children's welfare effectively. The staff work well together and are supportive of each other. The key worker system is well established and this works positively for both the staff and children in promoting continuity of care for them. Staff have attended ongoing training and this is assessed through their individual appraisal

programme. The range of documentation and records are managed effectively. The policies and procedures are detailed and reviewed to ensure information is kept up to date. However, the organisation of the space in relation to the pre-school and toddler areas does not sufficiently maximise the children's learning opportunities. There are detailed recruitment, selection and induction procedures for all staff employed at the nursery.

Leadership and management are good. The staff work effectively as a team and take on their roles within the nursery with enthusiasm. There are regular staff meetings which are recorded. Management also meet on a weekly basis to ensure they are kept informed of the day to day operations of the nursery. The training programme and staff's self-development are well supported. The nursery have students on placement to enable them to achieve a qualification. The nursery have developed positive links with the feeder schools where the children will attend when they leave nursery. The ongoing evaluation and monitoring of the care and education provided is not yet fully extended to ensure the ongoing development of the nursery is recorded effectively. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to address their development plan, in relation to the baby room and the use of the premises, to benefit all the children attending.

The setting has introduced the 'Birth to three matters' framework for the babies and younger children. This provides staff with a clear approach to the children's ongoing development through appropriate activities and effective assessment of their individual needs. The use of the nursery rooms have been reviewed and continue to be monitored for the interests of all the children attending.

At the last nursery education inspection the setting agreed to provide more opportunities for the children to practice writing for a purpose, to ensure the links between planning, assessment and teaching of the children was consistent and clear in approach, and for the children to participate more fully in role play.

The staff have made attempts in ensuring the children have opportunities throughout their play to practice writing for a purpose. However, this is still not fully developed to be effective for the children within their everyday activities. The children have appropriate resources and tools to enable them to be actively involved in a range of role play experiences.

Complaints since the last inspection

Since 1 April 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 can be seen on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- develop the use of daily checks in relation to the premises to maintain ongoing safety within the nursery
- review the organisation of space for the children particularly in relation to the toddlers and pre-school children, to ensure maximum opportunities are provided for all activities

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):

- develop the process of the evaluation and monitoring of the care and education provided
- provide more opportunities for children write for a purpose in everyday activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk