



Humpty Dumpty Day Nursery

Inspection report for early years provision

Unique Reference Number	200629
Inspection date	21 February 2007
Inspector	Tracey Marie Boland
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Registered person	Victoria Mitchell
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 Day Nursery has been registered since 1999. It is privately owned and operates from a self-contained unit in the grounds of Bilton Infant School on the outskirts of Rugby. There is one main play room which has children's toilets, a cloakroom and a kitchenette connected to it. There is a fully enclosed outdoor play area. There are local shops, parks and schools within walking distance. Children are welcomed into the nursery from a wide area.

The nursery is registered to care for a maximum of 20 children from two to five years of age at any one time. There are currently 45 on roll. Of these, 20 receive funding for nursery education. Children attend a variety of sessions. The nursery is open Monday to Friday, from 08:30 to 17:30 all year round. The setting supports children with special needs and children who speak English as an additional language.

There are seven staff employed to work directly with the children, most of whom hold an appropriate early years qualification. The nursery receives support from the early years department of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, well-maintained environment. They learn good hygiene routines and personal care through the consistent reinforcement from staff and the clear daily routines that are in place. Nappy changing routines are suitable and children's needs met at all times to ensure their comfort.

Children are well cared for at times of minor accidents as most staff hold valid first aid certificates. A fully stocked first aid box is easily accessible and clear health records are completed and shared with parents. Children's specific medical needs are well known by staff who ensure all information is recorded in detail. Children benefit from a clearly written policy that the setting shares with parents informing them of illnesses that will mean their child should not attend and that they will be contacted and expected to collect their child if they become unwell.

Children enjoy healthy snacks of fresh fruit and raw vegetables which they access freely at snack time. Drinks are provided, children have a choice of milk or water and children's independence skills are encouraged through pouring their own drinks. Individual dietary preferences are known and respected and parents provide packed lunches which are stored appropriately.

Children benefit from a wide variety of experiences that encourage their physical development. They have opportunities to ride bikes and wheeled toys daily and enjoy digging and raking in the soil in the garden. Some children have a good sense of direction and are able to use the bikes correctly using the pedals. They learn to move with control and coordination through dance, music and movement sessions and access large climbing apparatus within the school hall on a weekly basis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Staff have identified potential risks and taken appropriate steps to minimise these for example socket covers and high handles on the doors and stairgates, to exclude children from the kitchen, are in place. Clearly written risk assessments are in place and reviewed, however, they do not include the use of drawing pins used for displays in the setting, which compromises children's safety. Security is good and staff are vigilant in their approach to safety. Children are unable to leave the setting unaccompanied and are only given into the care of a known adult.

Toys and equipment are clean and well maintained. Children are aware of the nursery rules which include 'being kind to each other', 'no running in nursery', 'tidy toys away', 'listen when others are talking' and to 'remember their manners'. General safety on a day-to-day basis is consistently reinforced by the staff team, for example, when jumping off the apparatus children are reminded to land safely by bending their legs to reduce the impact on their bodies. Children regularly practise the fire evacuation procedure and a policy is in place and displayed within the room. Drills are recorded in detail which enables staff to evaluate their practice.

Children's welfare is safeguarded from the risk of harm or abuse through staff's good understanding of their role and responsibility with regard to protecting children in their care. They demonstrated a clear understanding of local referral procedures and the child protection policy which is in place within the setting, which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and relaxed, and are involved in an excellent variety of interesting, stimulating activities that are suitable for their varying abilities and stages of development. They are fully aware of and involved in the daily routines and picture cards are used to reflect the routines and activities in place throughout each day. This compounds their feeling of security. Excellent relationships have been formed with the staff and their peers. Children are cared for as individuals and staff have a good understanding of their needs. They receive ongoing praise and encouragement and learn to share and take turns.

Nursery Education.

The quality of teaching and learning is good. Staff use their knowledge of the Foundation Stage to plan a varied and stimulating curriculum enabling children to progress towards the early learning outcomes. Observations are completed on a daily basis and staff use the information gained to inform future planning. Staff interact well with the children and encourage them to share experiences and develop their skills in all areas. However, there are times when staff do not seize opportunities during spontaneous or free choice activities to extend children's thinking or language sufficiently. Independence is encouraged in everyday activities and routines, for example when using the bathroom, pouring themselves a drink during snack time and getting dressed before and after P.E. in the school hall. Children are kind to one another and the older children support and encourage the younger members of the group. They confidently answer their names at circle time and enjoy story time in groups and on a one-to-one basis. Children are learning early writing skills and encouraged to try to form letters used in their names. More able children are able to write their names independently and recognise their names too.

Children learn to count in everyday activities and routines. Children are able to count to 10 and the more able can count beyond. They understand basic addition and subtraction and this is reinforced at times during the day such as song time and when lining up to go out when they are involved in counting activities. They learn measuring and weights when cooking and through themes such as 'Ourselves' and have measured their height against a wall chart.

Children have daily opportunities to access technology and a computer is available with a wide variety of games and programs to meet the differing levels of ability. More able children show good skills when using the mouse and can move in and out of programs with ease. Children learn about the living world through discussion and the growing of seeds and plants, and monitor the changes that take place.

Children have good opportunities to develop their physical skills on a daily basis. They use balls, hoops, balancing beams, a variety of tools for digging and raking the garden and sand to develop fine motor skills. They take part in music and movement activities and a dance instructor comes into the setting every three weeks to encourage specific control, coordination and expression. Children are excited and eager to be involved. They clearly follow instructions and move their bodies accordingly, for example stretching, jumping and hopping on the spot, using facial expressions to reflect their feelings, and they understand the need to warm up their muscles and stretch them to make them work well. They learn to throw and kick with purpose, jump and balance with support where needed. They learn about healthy eating through topics and activities and understand the changes to their bodies after exercising - placing their hands on their chests to feel their heart beats and talk about how their breathing has changed.

Children have daily opportunities to be creative with a wide range of mediums through planned and spontaneous activities. They express themselves through a variety of role play accessories and equipment and enjoy singing. Resources and activities continually encourage children to develop their understanding of other people's religions and beliefs. The children were involved in a good variety of activities that encourage their understanding of cultures and beliefs. As it was Chinese New Year the children constructed a large dragon using junk, glue and paint. Resources are readily available to the children and staff encourage them in all aspects of their development. However, they do not always use the opportunity to extend children's thinking or language development sufficiently. Children are well supported in trying out new activities as staff spend individual time with each child within the week.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of children's individual needs and preferences, likes and dislikes. Children are involved in the celebration of festivals during the year and during the inspection were celebrating Chinese New Year. They enjoyed making a large dragon out of collage materials, cooking pancake rolls and using chopsticks with noodles. Children access a variety of resources that reflect positive images of race, culture, gender and disability and staff are positive in their approach to diversity and the wider world. Children's spiritual, moral, social and cultural development is fostered. Currently there are no children with special needs or children who speak English as an additional language attending the nursery but staff have past experience and ensure that they work with parents and other professionals to meet each child's needs.

Partnership with parents and carers is good. Clear communication takes place daily to ensure that staff are informed of home routines and are able to meet the children's needs. Parents are kept informed of progress and their child's achievements and well-written policies inform them about the provision and care provided. A gradual settling in period is agreed to encourage

the child's feeling of security and belonging. Parents' views are sought through customer satisfaction surveys and they regularly receive information through newsletters and displays informing them of forthcoming events and activities. Comments received from parents were very positive. They feel the service their children receive is excellent and they have the opportunity to be involved in a wide variety of experiences each day.

Children are very well behaved and staff use a clear and consistent approach to encourage and promote this. Children respond well to requests made of them and staff are calm in their approach, taking into account the children's levels of understanding and development. Praise and encouragement is readily given.

Organisation

The organisation is good.

Children are cared for in a clean, welcoming and spacious environment. They enter a room where a range of resources and toys are provided which are interesting and encourages their involvement in play. All staff hold a recognised qualification and access ongoing training to enhance and develop their skills. Clear recruitment and selection procedures are in place and appraisals take place annually.

Clear policies and procedures are in place and shared with parents. Documentation is organised, concise and held within the boundaries of confidentiality. Staff to child ratios are maintained and the children's safety and welfare is addressed at all times.

Overall, the needs of the children are met.

Leadership and management of the setting is good. The manager is a good role model and has a firm understanding of the Foundation Stage of learning, working well with her staff team to plan a varied, interesting curriculum. Staff are well supported and their individual skills recognised and encouraged. They meet regularly and are able to identify the settings strengths and weaknesses and respond to any advice given by their partnership teacher to enable them to develop the service they provide. Parents' views are regularly sought to ensure the service meets their continually changing needs.

Improvements since the last inspection

At the last inspection the setting was asked to devise and implement a policy for the safe conduct of outings. This has now been done and is included within the operational plan. Therefore, children's safety is promoted when outings are taking place.

They were also asked to ensure all aspects of the operational plan are in place and work in practice. The operational plan is comprehensive, informative and details all about the setting, the care provided, staffing and training development. It is readily available and therefore is used as a working document.

Staff were asked to ensure their full names were used when signing the accident record. Staff have clear methods of recording accidents and ensure that their full name is now recorded and shared with parents.

The setting was asked to provide suitable hand-washing facilities for the children. Children access two child-height sinks, using liquid soap to wash their hands and also paper towels. The water is regulated and warm for them to use.

At the last nursery education inspection the nursery was asked to use assessments to ensure that children move to the next stage in their learning and are offered appropriate challenges. Staff now use post-it notes on a daily basis when observing children to record their evidence which is transferred to the children's files. The information gained is then carried forward when looking at planning to ensure that all children's needs are being addressed. This works well and staff now plan a more meaningful curriculum for all of the children.

They were also asked to use daily routines and activities to develop children's learning in all areas of the curriculum. Although staff have developed this in some areas, for example counting, there is still an area of weakness with the extension of children's language and thinking in spontaneous situations. Therefore, this has been carried forward as a recommendation for future progress.

Finally, staff were asked to increase opportunities for children to use their imagination in movement, dance and music. The children have good opportunities to use their imagination through role play, music and dance sessions that take place and through the use of the school apparatus for physical play. This is included in the planning and is structured to reflect the current theme or topic.

Complaints since the last inspection

Since 1 April 2004 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.

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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 risk assessments to include the use of drawing pins within the setting

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 opportunities to extend children's language and thinking 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