



## Humpty Dumpty Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY339555  |
| <b>Inspection date</b>         | 31 January 2007                                     |
| <b>Inspector</b>               | Susan, Esther Harvey                                |
| <b>Setting Address</b>         | The John Bentley School, Calne, Wiltshire, SN11 8YH |
| <b>Telephone number</b>        | 01249 822545  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Humpty Dumpty Nursery                               |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | 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](http://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 Nursery opened in 2006 and operates from a converted bungalow in the grounds of John Bentley Secondary School in Calne. A maximum of 28 children may attend at any one time. The nursery opens each week day from 08.00 to 17.00 all year round. All children share access to an enclosed garden.

There are currently 48 children from three months to five years on roll. Of these, 17 children receive funding for early education. Children come from the local area. The nursery supports children with learning difficulties and children who speak English as an additional language.

The nursery employs seven staff who work with the children, all have appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children experience an interesting range of physical activities and daily fresh air, as part of the planned and spontaneous routine of the day. This includes walks around the local area winding in and out of a maze hedge, and planting bulbs in the garden. Indoors, young children have instant access to a small plastic climbing frame to increase their large muscles. Pre-school children dance, jig and have fun moving to musical exercise tapes. They make connections with the change in their body temperature, and know when to have a drink after exercising. Children confidently use one handed tools such as pencils, scissors, knives and forks. As a result, their fine muscle control is improved.

Children learn the importance of appropriate hygiene routines. For example, mostly children are encouraged by staff members to be independent when keeping their noses clean. Staff prevent the spread of infection by using antiseptic hand gel after wiping young children's noses. Staff make sure children wash their hands after using the toilet, before and after meals. The 'no shoes' policy for the nursery protects children's health, and ensures babies and young children can crawl on the floor in safety. Therefore, children are protected from infection, and because staff are active about children's health care matters. All necessary health documents are maintained to a high standard. Staff hold first aid certificates which ensures appropriate action will be taken in the event of an accident.

Children enjoy healthy snacks and develop their independence and confidence as they pour their own drinks at snack time. Some children are provided with a nutritious mid-day meal cooked in the nearby school kitchen, while parents provide other children with a healthy lunch box. However, children meet together for meals which is seen as a social occasion, staff also sit with the children to supervise and share the news of the day. As a result, children are learning skills for life and socialising with other children in the nursery.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in bright colourful surroundings with evidence of their pictures and displays around the setting to celebrate their achievements. For example, the baby room is warm and welcoming with mobiles hanging above cots, and music quietly playing in the back ground. The toddler room walls have paintings and craft work produced by young children, posters and pictures of numbers and the alphabet in the pre-school room assist children with their learning objectives. The well-orchestrated routine in the nursery means that all children can use the setting at some point during the day, to meet up with siblings. Children have free access to toys and resources from tables, trays and boxes stored on low-level shelves. As a result, children are able to make decisions for themselves regarding what they wish to play with.

Babies and young children rest in comfort and peace while staff closely supervise. They sleep in cots with musical mobiles and their personal items to help with the settling down to sleep

routine. The nursery is well equipped with clean, safe toys, and resources for children of all ages.

Children benefit from good safety measures. An example of this is the high security at the main door, a well documented visitors book, and a clear emergency evacuation plan which is practiced and recorded in detail. Children develop an awareness of their personal safety as they take part in emergency evacuation drill. Children eagerly tidy away toys after use. This increases their awareness of everyday safety in the nursery. Staff ensure children are kept safe while walking round the local school grounds. This involves taking out on the walk, children's emergency details, first aid box, and a mobile phone.

Staff have a clear understanding of their personal responsibility to safeguard children. They are aware of the reporting and recording procedures if they have concerns about a child. As a result, children are well supported and protected by staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happily into the setting and develop good levels of confidence and self esteem. They settle very quickly into a family environment and the nursery routine. Those children who find it difficult to separate from their main carer are managed sensitively by staff. For example, young children are given lots of cuddles and reassurance. Overall, children are helped to feel well supported and secure, with the ability to snuggle into staff when necessary.

Young children are introduced to a range of activities which extend their learning. Detailed plans and recording of information enables staff to monitor young children's development around the Birth to three matters framework. Young children make independent choices regarding the activities and resources they wish to explore. For example, some children wish to sit quietly and look at a book, while others enjoy climbing on the small climbing frame or playing with a jigsaw puzzle. Young children experience the chance to try messy activities such as feeling and squeezing cooked spaghetti, rice and lentils. Therefore young children are making connections through their senses, as well as becoming playfully engaged and involved.

Babies are given lots of cuddles and attention, and so they are beginning to build meaningful relationships with staff.

### **Nursery Education.**

The quality of teaching and learning is good. Children are progressing well given their starting points and capabilities. They are supported by staff members confidence and knowledge of the early years curriculum. Staff have a clear understanding of what children are intending to learn from the planned activities. Staff meet to plan activities on a regular basis, these are varied and support children's learning towards the early learning goals. Planning is appropriate and covers all areas of learning. Staff work well together as a team, and are committed to on going professional development which enhances children's learning; such as the desire to learn sign language as a way of extending children's communication skills.

Staff know the children well and have good relationships with them. Staff are skilled in appropriate questioning of children in order to make them think further, so as to extend their knowledge. Written observations are completed by staff which are used to support children's assessments. However, these are not consistently recorded in the children's profiles. As a result, assessments are not up-to-date with information in order to plan children's future learning aims.

Children show a sense of belonging as they greet each other on arrival. They confidently tell others in large circle time their name, and what they have learned during the session. Children are fully involved in their choice of play activities throughout the session and eagerly take part in planned activities. This includes, a game to identify a small object beginning with the same letter, which staff have collected and placed in a small pot. Children quickly respond to the game, saying " M is for moose and motor bike". Children are confident in their use of numbers and are able to count readily up-to ten. They confidently identify shapes around the room and pick individual shapes out as part of a threading game. Children enjoy listening to stories which are told enthusiastically by staff, as a result children's interest is maintained and they learn to sit and take notice. Staff enable children to learn about the wider world and community in which they live. This includes celebrating festivals, visiting the local fruit and vegetable market in order to buy fruit for snack time. Other community contacts include visits from the fire brigade and pupils from the nearby comprehensive school. Music plays an important part in the nursery. Children sing nursery rhymes while playing and during circle time. They obediently follow instructions on a tape as they exercise to music. Children have the experience of listening to live music from visiting musicians. As a result, children are being provided with a good range of experiences in order for them to learn through play and enjoyment.

### **Helping children make a positive contribution**

The provision is good.

The children in the nursery are highly valued as individuals. Continuity of care is well managed within the small intimate nursery setting. Staff record children's daily events for parents which keeps them informed of what young children have been engaged in during the day. The care of children with learning difficulties would be well managed given the experience of the manager, and the enthusiasm of the special needs coordinator to attend training. Parents are provided with a wealth of good quality information about the Birth to three matters framework linking activities to the various aspects of the framework, with examples of children's development stages.

Children's spiritual, moral, social and cultural development is fostered. Children are independent and show good self-care skills. They really enjoy sharing news about significant moments in their lives with others. Children are beginning to develop an understanding of their role in the community as they enjoy visits from the local head teacher to read stories, being involved in supporting a local charity, and visits from the local fire brigade. Children have a good range of books, and play resources, and posters which show positive images of diversity.

Children behave well in the setting due to the staff members patient management. Young children are encouraged to share toys through a positive approach from staff. Pre-school children learn right from wrong through simple 'golden rules' which are reinforced regularly

by staff. The nursery has a good policy for staff on the strategies for managing children's behaviour. However, this does not include a statement on how an incident of bullying will be managed. Children in all areas of the nursery receive lots of praise from staff who are good role models.

Partnership with parents is outstanding.

Children thoroughly benefit from the open warm welcome that families receive. Staff are approachable and are readily available for parents when they collect their children. Parents are made fully aware of their child's day and excellent communication between staff and parents promotes children's continuity of care. Staff are highly motivated in making sure that children and babies settle into the nursery as easily as possible. This includes a slow induction at the child's pace. Parents are involved in their children's learning in a variety of ways. This includes, borrowing books from the nursery library to read to their children, copies of children's popular song sheets in order to sing with their children at home, and being part of the parent rota system. Parents are involved in supporting the nursery and are part of a strong committee who have worked hard to establish the nursery in new premises.

Parents are provided with a wealth of information such as a regular news letter, and a detailed prospectus with various policies and procedures. Parents of pre-school children are given a clear guidance on the Foundation Stage curriculum, and are aware of their children's assessments and observations. Parents have many opportunities to discuss their children's progress with staff at all times. There is an excellent relationship between the nursery and parents, this fully supports all children's developing self-assurance. The links between home and nursery are further encouraged with children caring for Humpty Dumpty overnight and talking about his adventures with the other children the next day. As a result, the strong partnership aids towards building a consistent approach to children's care and their security.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children's well being and education is supported by staff that are qualified and experienced. Young children and babies receive quality time as they are cared for in small groups. There is a thorough operational plan, which is effective in practice. As a result, the nursery runs smoothly and children benefit from being cared for within the small intimate nursery environment. The nursery has close links with the nearby comprehensive school, staff are supportive, some are members of the nursery committee. Children benefit from welcoming six form students who are taking child care courses. As a result, can have the practical experience in the nursery as part of their course.

Leadership and management is good.

The nursery has only been open for a short period of time. However, staff work extremely well together under the guidance of the manager and recently appointed chairperson. They all work together as a team and meet regularly to discuss planning and children's progress. The manager is a capable and experienced person which is an asset to the nursery. She has expectations of

high standards of care and education for children. The committee chairperson and manager apply appropriate methods of recruiting and managing staff. This includes staff appraisals in order to identify training needs. Clear policies and procedures support staff in working in partnership with parents. The manager and committee have future aims for the nursery. This includes building up a collection of photograph albums and displays of children's activities, and to provide regular self-assessment and monitoring of the setting, in order to continually improve outcomes for children.

All the necessary documents are provided for the safe and efficient management of the provision to support the welfare, care and learning of children.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration 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 see on request. The complaint record may contain complaints other than those made to Ofsted.

## **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 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 the behaviour policy includes a policy on bullying

#### **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):

- ensure children's assessments and observations are regularly up-dated and used to inform planning and to identify their next stage of learning

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](http://www.ofsted.gov.uk)