

# Humpty Dumpty Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	218442
<b>Inspection date</b>	18 December 2007
<b>Inspector</b>	Christine Holmes
<b>Setting Address</b>	Humpty Dumpty Nursery, Woodhouse Farm, Woodhouses, Yoxall, Burton-on-Trent, Staffordshire, DE13 8NR
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<b>Registered person</b>	Humpty Dumpty Day Nurseries Ltd
<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 Day Nursery opened in 1993. It operates from buildings on Woodhouse Farm in Yoxall, Burton upon Trent.

The nursery is registered to care for 54 children at any one time.

There are currently 81 children from seven months to five years on roll. This includes 24 children who receive nursery education funding. The setting has arrangements in place to support children with learning difficulties and/or disabilities and for children who speak English as an additional language. Children attend for a variety of sessions.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

22 staff work with the children. Most staff have Early Years qualifications. The setting receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children's overall health, well-being and learning is being significantly enhanced through the 'Forest school' initiative which has been implemented in the nursery over the past year with the support of a visiting trained practitioner. Staff have totally embraced the ethos of this initiative and a number of staff plan to become trained practitioners. Additional trees have been planted to extend the forest area in the fantastic large garden which enjoys countryside views. A circle of tree stumps have been laid and a tarpaulin has been fitted to a tree to support children's learning and experiences outdoors. Umbrellas, waterproofs, hats, gloves, scarves and boots are also available to ensure children are able to enjoy the outdoors in all weather. Children show wonderment and joy as they eagerly take part in the sessions and enjoy the outdoors. The cold of the outdoors is quickly forgotten as they run to hid behind trees and bushes to take part in the hide and seek game. Children have chance to absorb the nature around them as they sit in the circle of tree stumps which are then used by the children to practise their balancing and jumping skills. All of that running around and releasing energy really does seem to have an effect on their appetites. Children enjoy a hearty snack of bread sticks, carrots, raisins and apple inside the tarpaulin tent whilst listening and watching the effects of the wind on the canvass. In addition to this all children in the nursery enjoy a number of outdoor play sessions throughout the day. Equipment in the outdoors is plentiful and includes climbing equipment, bikes and cars as well as activities to support other areas of learning including mark-making and creative activities.

Children's good health is further supported through the exceptional nutritious home cooked meals which are provided, including fresh fish pie and roasted chicken, fruit and vegetables. Children enjoy very sociable mealtimes and they are very interested in discussing how the food they are eating is helping them to grow and stay healthy. Children serve themselves to additional vegetables which are placed at the middle of each table. The varied healthy snacks and tasting sessions encourage even the least willing children to try and develop a taste for more healthy options. Throughout the nursery very good emphasis is given to ensuring children take regular drinks of milk, water and fruit juice. This helps them to begin to recognise when they need a drink and ensures they are well hydrated which is important to their good health.

Good standards of hygiene are maintained throughout the nursery. Staff implement good hygiene procedures which include no outdoor shoes in the baby room and wearing disposable plastic gloves and aprons, which are wiped with antibacterial spray when changing nappies. Established routines, pictorial reminders in the bathrooms, daily discussions and topics help children to develop an understanding of good personal hygiene routines. Children are reminded to put their hands over their mouth when they cough and to recognise when they need to wipe their nose. This contributes to minimising cross-infection. Comprehensive arrangements are in place to protect children's good health. Most staff have obtained a first aid certificate. Records are detailed regarding accident and administration of medication and written consent has been obtained from parents to enable the nursery to act in the best interest of children in the event of them becoming ill or sustaining injury.

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

The provision is good.

All rooms are very welcoming and stimulating. Children's work and photographs of them at play are displayed around all the rooms. This helps children to develop a sense of belonging. Resources are plentiful and organised to enable children to make choices and self-select. This enables them to develop their independence and to initiate their own play. Good use is made of natural resources to support children's learning. Space in general is used well to meet children's needs. For example, a separate sleep room significantly supports younger children's ability to sleep undisturbed. However, at times the toddler rooms are used as a walk through to the baby room which is not ideal.

Children's awareness of their own safety and the steps they can take to protect themselves and others is actively and effectively supported. For example, during the 'Forest School' sessions children's attention is drawn to a number of safety strategies including calling out to make others aware of where you are; collecting sticks that can be safely carried; only one person at a time to jump on the tree stumps and making sure there is space around to dig safely and not hurt others. Risk assessments are effective in identifying potential hazards and minimising these to ensure children are able to play and be cared for safely. This includes teaching children road safety through play and when crossing the car park to gain access to the outdoor play areas. Comprehensive policies and procedures are in place to protect children's safety including what action to take in the unlikely event of children going missing. Good emphasis is given to safeguarding children. Staff attend training events which helps them to develop a clear understanding of their roles and responsibilities in ensuring children are safeguarded. The written policy has been kept up-to-date and is shared with parents.

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

The provision is good.

All children benefit from the kind and caring approach of all staff. Children form strong relationships with their key workers who are their main carers. This helps children to settle well and build further relationships. Children under three years make good progress in their development because the staff have a sound understanding of the principles and concepts of the 'Birth to three matters' framework. They work in partnership with parents which promotes continuity of care for all children. They spend lots of time encouraging children to express their needs and make choices. This helps children to develop their self-esteem and confidence. Staff use singing, books, gestures and encouraging noises to encourage children to communicate and develop speech. Good emphasis is given to explorative and sensory play which is particularly good for supporting young children's learning. Bubbles and a range of treasure baskets which include items such as sponges, wooden and shiny objects as well as water, paint, sand and play dough are enjoyed by even the youngest of children. Role play areas are in all rooms and available to children at all times. This supports children's imaginative play and helps them to make sense of their own every day experiences. Outdoor play is part of the daily routine as well as planned trips, such as a trip to the Reindeer park. This helps children become aware of and enjoy their wider environment.

Staff make regular observations of children during play. This helps them to monitor the progress children are making and to identify children's next steps in learning which are included in the planned activities. This helps to ensure children are making good progress.

Nursery Education.

The quality of teaching and learning is good. Staff show a strong understanding of the Foundation Stage curriculum. A comprehensively designed educational programme is offered. Staff make ongoing observations of what children know and can do and they use this information on a weekly basis which ensures activities are well-matched to children's abilities. This flexible approach helps to ensure children's interest and individual learning needs are catered for. Staff are enthusiastic and playful. They build warm relationships with children. They model investigative behaviour well and make good use of open questions to make children think and express themselves. They work closely with children to encourage them to be confident, creative and independent learners. They continually strive to make learning a rewarding and enjoyable experience. As a result, children benefit from a continuous learning environment.

Children are progressing very well. They show good levels of enthusiasm, independence, confidence and consideration for others due to activities provided to develop their personal, social and emotional development. For example, children express that they just can not believe it and can not wait to go inside the billowing tent even though they have never been inside a tent before. Children take part in the Nativity play singing and telling the story of the Christmas spider on the stage at a local theatre for parents, and they are eager to take the initiative and lead the adults to find hiding places during the Forest school sessions. This developing confidence helps to underpin the rest of children's learning and ensures they are willing and eager to try new things.

Children are making very good progress in their communication, language and literacy skills. They are expressive speakers. They initiate and take part in conversations in small and large groups with their friends and with familiar and unfamiliar adults. They enjoy linking sounds to letters and they are eager to show that they recognise their own and sometimes their friends name in print. Children take part in imaginative and creative projects which help to develop their enjoyment of books and stories. For example, children are developing a story and picture book around the event of a robin flying and landing inside the play room.

Children benefit from mathematical concepts being threaded through most activities. This is helping them to develop positive attitudes to mathematics. For example, when helping to prepare the tables for lunch children solve simple problems such as how many more settings of cutlery they need to ensure all children have a setting. Outdoors children measure sticks using their arms and they are able to combine three sticks to make an arrow and they know this is a symbol used to point to a direction.

Staff support children's learning in the area of knowledge and understanding of the world exceptionally well. They use in and outdoor activities to encourage children to observe, question and explore with natural curiosity. For instance, children discover the best places to dig outdoors and what can be found under the soil. They plant trees and hang bird feeders in trees and note how much the birds have come to eat. They explore the changes the weather makes to their outdoor surroundings such as the wet and cold making the tree stumps slippery and the frost leaving tracks to follow.

Children express themselves freely through paint, drawing and collage work which are used to form displays that decorate their care rooms. Music, movement and singing are an integral part of the nursery day. Children acquire a wide repertoire of songs which they sing with much enthusiasm.

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

The provision is good.

Children are valued and respected. Their individual needs are recognised and met in partnership with parents. Staff respond to and comfort children as well as encouraging and challenging them. Children are encouraged to take an active part in the nursery. For example, they help to set the table at lunch time and they are included in the trip to choose the Christmas Trees. They are given choices and listened to when they express their feelings. For example, a younger child's familiar sleep routine is followed when she indicates she wants to sleep. Children's efforts are acknowledged and valued. They receive much praise and displays all around the nursery demonstrate their creative efforts and play is valued. This approach fosters children's self-esteem, confidence and independence. Although there are currently no children attending who have English as an additional language or learning difficulties and/or disabilities, staff have sound experience and knowledge to ensure inclusion. Children are supported well to develop an awareness of diversity in the wider world. Visual displays and a good selection of resources reflect positive images and planned activities are used to explore a range of cultures and festivals including taking part in a Nativity play at a local theatre.

Children are encouraged to develop a high regard for themselves and others. They learn to take care of themselves. For example, to put on hats, gloves and scarves to make sure they are not too cold when outdoors and to eat healthily. They are encouraged to work as a team outdoors to find other children still hiding, as well as taking care of each other in ensuring there are enough fir cones for everybody in the circle of stumps. Children are encouraged to recognise their own achievements including giving themselves a 'pat on the back' when they have sung a song well. Children willingly share and wait their turn to make sure everybody is included. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the good relationships between staff and parents. Staff are always on hand to exchange information with parents. Parent's wishes and views are sought and valued. Newsletters invite comments from parents in addition to the suggestion box in the nursery. Information is regularly shared so that parents are informed about the setting's policies and procedures, routines and children's involvement in activities. Staff record daily events in diaries and on record sheets for each individual child's parents.

The partnership with parents and carers of children in receipt of funding for early years education is good. Parents receive information relating to the Foundation Stage curriculum and they are able to access information about their child's progress and their next steps in learning through informal channels including daily discussions, newsletters and children's achievement records. Whilst this approach is generally effective in keeping parents informed about their child's ongoing progress it is not yet fully effective in ensuring comprehensive ongoing information is exchanged with parents about their child's ongoing progress and their next steps in learning.

## **Organisation**

The organisation is good.

Overall children's needs are met. Children's care is supported by enthusiastic and committed staff and a strong leadership team. The quality of staff interactions with children significantly enhances children's care at the nursery. Rigorous and effective recruitment procedures ensure staff are suitable people to work with children and that they are suitably qualified, caring and kind and enjoy working with children. A good level of evaluative and reflective thinking is carried out by staff and managers. This has a good impact on the quality of care and leads to

ongoing improvements including introducing the Forest Schooling methods into the nursery. Effective procedures are in place to ensure staff are fully aware of, and know how to implement all the National Standards. This ensures children's care, welfare, safety and good health is safeguarded at all times. Documentation is well organised and maintained to ensure the efficient management of the provision. Overall space and resources are used well to support children's care and learning. Outdoors is used particularly well, but access to the baby room through the Toddler play area is not ideal.

Leadership and management of the nursery education are good. Strong leadership and committed staff provide a rich and exciting environment that supports children's learning very effectively. Much attention is given to finding ways to provide children with the range of opportunities they need in order to make good progress along the stepping stones. There is a strong commitment to continually strive to improve learning for children. This ensures good early years practice which has a positive impact on children's learning.

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

At the last inspection the nursery was asked to review the organisation of staff and children at the beginning and end of the day and to monitor and develop the quality of interactions in the under two's room to ensure children are sufficiently stimulated to develop language, independence and imagination. Good progress has been made in both of these areas which has contributed to the overall good quality of care children receive. Since the last inspection the management team have established an ongoing evaluation and monitoring system. This has enabled them to recognise on an ongoing basis areas for improvements. Staff have attended training events to help to develop their knowledge of how to develop language, independence and imagination.

A number of recommendations were made at the last inspection to improve the quality of children's learning. Very good progress has been made which has resulted in children in all areas of the nursery making good progress in their development. Assessments of children's progress are now used to plan a varied range and choice of activities that build on what children know and can do. Recourses for children are now organised to enable them to freely access role play, music and a wide range of media and materials to develop their imagination and creativity. Challenge for more able children to use numbers for a reason during their play and the provision of practical activities to help develop concepts of shape and size is good and children's awareness of print is effectively fostered.

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

Since the last inspection there have been no complaints made to Ofsted that require 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

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):

- look at ways to avoid using the Toddler room as a walk through.

#### **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):

- continue to develop the systems used to exchange information with parents about their child's ongoing progress and their next steps in 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)