

# Humpty Dumpty's Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	255138
<b>Inspection date</b>	05 August 2008
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<b>Registered person</b>	Partnership of Alison Forbes and Angela Gibbs
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Humpty Dumpty's Day Nursery is one of two private nurseries run by a partnership. It opened in 1997 and operates from a selection of rooms within a two storey building. It is situated in Rowley Regis, Sandwell, West Midlands. The nursery serves the local community and surrounding areas. 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 a secure, enclosed outdoor play area.

There are currently 34 children on roll. This includes eight funded three- and four-year-olds. There are effective systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. There are 13 practitioners who work directly with the children, most of whom hold an appropriate early years qualification. The setting receives support from the early years team of the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a clean and welcoming setting where they are beginning to learn to take responsibly for their own personal hygiene, such as washing their hands prior to snack and mealtimes. Children's health needs are clearly documented and written parental permission to seek emergency medical treatment is included on children's records. Practitioners are qualified first aiders, ensuring they can support children appropriately in the event of illness, minor injuries and accidents.

Most practitioners have access to disposable gloves and aprons for changing nappies. However, supplies are not always replaced and replenished frequently enough to ensure a consistent approach in promoting hygienic nappy changing throughout the nursery. Practitioners complete documentation relating to the frequency of nappy changes. This helps to keep parents informed about their child's day. Most equipment used by children is appropriate and clean, although individual pillow cases are not used at sleep time and some feeding chairs used by babies are not always wiped sufficiently, leaving food debris. These issues combined increase the risk of cross-infection and potentially compromise children's health.

Children have access to drinks whenever they are thirsty as drink beakers are available so that children can help themselves as their needs dictate. The menu is displayed on the notice board and children enjoy a balanced diet of fruit and vegetables throughout the day. However, mealtimes for younger children do not always promote independence, such as using a table that is too high for babies to reach their food properly. Children benefit from fresh air and exercise as they have use of an outside area to practise skills, such as running, climbing and peddling. They take part in circle games, such as 'The Farmer's In His Den' which helps to develop their muscles, co-ordination and confidence.

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

The provision is satisfactory.

Children play in a welcoming environment where safety issues are mostly considered. Security arrangements are given high priority with the introduction of a finger print system to ensure only known visitors gain access to the building. Other visitors are required to show their identification and sign in the visitor's book. Children are supervised and practitioners mostly undertake daily, informal safety checks. However, not all rooms are checked thoroughly enough prior to being used by children, such as a drawing pin being left on the carpet of the sleep room after the checklist had been completed, thus posing a hazard to children.

Rooms are maintained at an adequate temperature with thermometers throughout the setting for practitioners to monitor. Adequate space is provided for children to rest and sleep according to their needs. Sufficient, toys and equipment are available to provide a variety of play opportunities. Children are learning to keep themselves safe as practitioners practise fire evacuation procedures ensuring children leave the building calmly and sensibly. This helps children learn how to react in an emergency situation.

Children are safeguarded because practitioners have a sound working knowledge of the importance of child protection and the reporting procedures in accordance with the Local Safeguarding Children Board (LSCB) procedures. They update their knowledge and skills by

attending training courses, enabling them to be alert to the possible signs and symptoms of child protection concerns.

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

The provision is satisfactory.

Children settle quickly in this friendly nursery as they are welcomed by enthusiastic practitioners who provide a balanced range of activities. Children help themselves to a range of resources that support their imaginative play, including role play equipment and dressing-up clothes. Children's art work is displayed throughout the setting, helping to promote their self-esteem as their work is valued. Planning and assessment of children's progress incorporates the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage. A flexible approach to the delivery of activities is adopted. However, the organisation of the routine for younger children is not always appropriate to their age and stage of development. For example, children being sat at the table too early prior to meals arriving, resulting in some children becoming fractious because they are hungry and reluctant to wait.

Babies develop their creative skills as they play with musical instruments, repeatedly shaking and rattling the different instruments and then pausing to listen to the sounds. Toddlers are developing a love of books and listen intently to their favourite stories, animatedly joining in when appropriate. Practitioners listen with interest to children's descriptions of their journeys to nursery, including their opinions about the type of weather they like to walk in. Older children display appropriate levels of interest and concentration skills as they take part in tasting activities and then record their ideas and opinions by drawing pictures. Children are developing positive social skills and interact with their peers positively, helping each other and playing cooperatively. Older children initiate conversations with each other, particularly at mealtimes as they enjoy a sociable, learning occasion.

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

The provision is satisfactory.

Children's individuality is respected and valued because sufficient information is gathered in order to deliver care tailored to children's needs. For example, babies are fed in response to their hunger patterns and home routines, helping them to settle easily. Children are learning about diversity through a range of resources, displays and meaningful discussions that promote a positive view of the wider world. For example, planning includes provision to discuss different festivals with children in a meaningful context. Practitioners have a positive approach to inclusion and can access support services efficiently if the need arises.

Children are encouraged to behave well through clear guidance, praise and encouragement from practitioners. These strategies help children to make positive relationships. Children's understanding of right and wrong is developing as they respond to reminders to line up appropriately before going down stairs to play outside and share resources with each other. Parents receive detailed, helpful information about the nursery in the form of newsletters, children's progress folders and a notice board that includes a range of information including details on planning, children's activities and how to make a complaint.

## **Organisation**

The organisation is satisfactory.

Children are content and settled in this friendly, welcoming nursery where they enjoy a variety of activities and experiences that help to promote their learning. Resources are sufficient and appropriately organised, ensuring children can move freely between activities. Practitioners are motivated and work well together as a team. They are encouraged to develop their professional skills through ongoing training. The senior management team are committed to raising standards and have developed an action plan with timescales so as to prioritise and track improvements in preparation for the forthcoming Early Years Foundation Stage (EYFS).

Recruitment and vetting procedures ensure children are protected and cared for by suitable practitioners and minimum qualification levels are met. However, procedures have yet to be finalised to check ongoing suitability of staff, which potentially compromises children's welfare. All other required documentation is in place, available for inspection and stored confidentially. Policies and procedures are detailed and made available to parents in the operational plan. This ensures that parents are kept informed about the business and ethos of the nursery. Children's personal information is stored securely, which helps to maintain confidentiality. Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last care inspection the provider was asked to: ensure that all medication recording sheets are signed by parents to acknowledge the entry; provide opportunities for children at mealtimes that encourage their independence, and ensure that risks and hazards are identified and acted upon, specifically with regard to the outdoor play area.

Safety issues and pertinent documentation have now been reviewed and updated in accordance with the National Standards. The recommendation regarding the organisation of mealtimes has been partially addressed for older children, but is still an issue with younger children and is therefore carried forward as a recommendation from this inspection. The implementation of these recommendations ensures children's safety and well-being are fostered.

## **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

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.

### 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 nappy changing and sleep arrangements are consistent, promote good hygiene practice and that all equipment used by children is kept in a clean state of repair
- ensure appropriate furniture is provided for younger children's mealtimes in order to foster their independence
- ensure all rooms are safe and checked thoroughly prior to being used by children
- review the organisation of the mealtime routine for younger children to ensure it is appropriate to their age and stage of development
- update and finalise procedures for checking ongoing suitability of practitioners.

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)