

Humpty Dumpty Day Nursery (Dartmouth)

Inspection report for early years provision

Unique reference number	106136
Inspection date	23/09/2008
Inspector	Diane Wilkinson
Setting address	Dartmouth Community College, Milton Lane, Dartmouth, Devon, TQ6 9HW
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Humpty Dumpty Nursery (Dartmouth) opened in 1991, and occupies premises situated on the campus of Dartmouth Community College. There is enclosed outdoor play space. The nursery's move to purpose built accommodation in the adjacent Children's Centre is imminent. It is one of a group of three private nurseries running in South Devon and is administered from the Humpty Dumpty Childcare Services head office based in Totnes. The nursery is open daily from 08.00 until 17.30. There are currently 42 children enrolled, 13 of whom are in receipt of nursery education funding. The group supports children with special educational needs and children who have English as an additional language. There are 11 staff members who are employed to work in the nursery (some part time), all of whom hold an appropriate early years qualification. There is additional support from senior members of the nursery chain. The nursery receives support from the Local Authority. This provider is on the Early Years Register.

Overall effectiveness of the early years provision

The nursery's caring and supportive environment is evident in the excellent relationships between staff and children and their parents. Children of all ages thoroughly enjoy their time here and parents are confident that their children do well. The knowledgeable and hard working staff provide effectively for the different needs and abilities of each child in the baby and toddler groups as well as in the nursery class. Children make good progress, especially their in personal, social and emotional development. Good leadership and management support all staff in contributing successfully to improving the provision and ensuring that children's welfare is paramount at all times.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve planning so that it clearly relates to the stages of development set out in the Early Years Foundation Stage Guidance in order to enhance children's progress further
- make sure that the records relating to any child with learning difficulties and/or disabilities are available to all staff responsible for his/her development so that the information can be effectively used help plan the next steps in learning

The leadership and management of the early years provision

Day-to-day leadership and management of the nursery by the Supervisor is good. Her liaison with and supervision of staff is very good which ensures a coherent approach to children's development and welfare. Room leaders and key workers carry out their roles effectively and children benefit from their very good

knowledge of each individual's needs. Staff are well qualified and committed to continuous professional development in which they receive very good support from the nursery managers. Very good attention is given to ensuring that children are safe and free from harm at all times. Policies are up to date and procedures such as risk assessments and staff vetting are effective. Very good attention is given to hygiene, for example in sterilising equipment. Healthy choices are offered to children at snack or lunch times and children are encouraged to drink regularly. Daily access to outdoor and physical activities further enhances children's development. Good records of individual children are kept. Daily observations of their progress contribute to a comprehensive record of achievement. This is greatly valued by parents who are welcomed to look at these at any time. Some records are held centrally which is appropriate in most cases. However, this limits staff's ability to use the information kept on children with learning difficulties and/or disabilities when planning for their development. These children are monitored well including by the manager responsible for the co-ordinator of special educational needs. The partnership between parents and nursery staff is excellent. Very good steps are taken to ensure that children benefit from a consistency in routines between the home and nursery; for example in babies' sleeping and feeding arrangements and in behaviour management. Staff are encouraged to reflect on their practice and suggestions for improvement are regularly sought by managers, both formally through appraisal or informally at the regular staff meetings. Managers have a clear idea of where the nursery needs to improve further and are eagerly awaiting the move to the new accommodation which has inevitably meant that some aspects have been put on hold.

Issues identified at the last inspection have been fully addressed and managers recognise that planning needs to be adjusted further to take full account of the Early Years Foundation Stage Framework. This gives confidence that the nursery is well placed to improve further.

The quality and standards of the early years provision

The excellent relationships between staff and children create a caring and supportive ethos in which children make very good progress in their personal, social and emotional development. Babies develop the confidence to investigate and explore their environment and begin to relate well to others. Older children develop self assurance and independence so that they are willing to take risks and try out new things. Behaviour management is very good and positive relationships are a strong feature of nursery life. There is a good balance of activities where children work with an adult and those they chose for themselves. Careful planning ensures that all areas of learning are covered and children make good progress including in language and numeracy skills. Very good individual development plans are provided for babies and toddlers although they do not clearly relate to the appropriate stage of learning which limits staffs' effectiveness in monitoring progress and planning future activities. Staff are very skilled at knowing when to stand back and let children try new things and when to question or prompt them to help understanding. Conversation is encouraged at all times so children's speaking and listening skills develop especially well. Children of all ages love listening to stories

and looking at books and have opportunities for mark making including in role play, for example when taking orders in the 'Café'. Where the opportunity arises the older, more able children are encouraged to form letters and attempt to write words although activities of this nature are not specifically planned for. Learning is made relevant and meaningful, capitalising well on children's interests. They enjoy counting in 'real' situations and older children easily count to 10 and can say what one more or one less than a number is. Topics on the weather, visits, for example to a local farm, and the many walks around the secure college grounds help children develop a good understanding of the world around them. Daily art, craft and music activities support children's creative development well. Babies love the sounds they can make by banging on different surfaces and older children enjoy singing songs and nursery rhymes.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.