

# Humpty Dumpty Day Nursery

Inspection report for early years provision

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**Unique reference number** 200629  
**Inspection date** 14/07/2009  
**Inspector** Sheila Dawn Flounders

**Setting address** Bilton Infant School, Magnet Lane, Rugby, Warwickshire,  
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Humpty Dumpty Day Nursery is a privately owned provision which opened in 1992. It operates from an accessible, self-contained unit in the grounds of Bilton Infant School. The school is situated in a residential area on the outskirts of Rugby, Warwickshire. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 08.00 to 17.30 all year round, except Bank Holidays.

The nursery is registered on the Early Years Register. A maximum of 20 children may attend the nursery at any one time. There are currently 43 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. Within the setting, staff develop good relationships with children and their families which ensures they identify and provide quality care for children's individual needs, and that their welfare is well promoted. They support children by providing a wide range of interesting activities which offer good opportunities for progress in all areas of learning and development. Positive partnerships are formed through daily contact with parents. Staff have worked hard to implement the requirements of the Early Years Foundation Stage (EYFS), but were not aware of all of them. However the provider does not effectively use self-evaluation or have a sufficient overview of the provision to identify the setting's strengths and weaknesses clearly and so plan for ongoing improvement.

## What steps need to be taken to improve provision further?

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

- improve children's personal hygiene around snack time
- extend parental involvement in children's assessment records
- develop effective systems to monitor and evaluate the provision.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of those aspects of the risk assessments checked on a regular basis including when it was carried out, by whom and any action taken following an incident (Suitable premises, environment and equipment).

31/07/2009

## **The leadership and management of the early years provision**

Most records, policies and procedures required by the EYFS are in place, with documentation mainly accurate and kept up-to-date by the manager and staff. Staff provide a warm, welcoming and secure environment for all. They make effective use of resources and their time, spending most of this actively interacting with individuals, to benefit the children. Risk assessments are in place and identify most potential hazards to children within the premises and some activities which helps to keep children safe, and although a regular visual check is completed, this is not recorded, nor any action taken when incidents are discovered. Children are safeguarded as staff have a sound understanding of child protection issues, several of them having recently refreshed their training, although the current policy lacks rigour. The provider ensures that new staff are fully vetted upon employment, although ongoing suitability is not currently addressed.

Parents are complimentary about the provision, particularly welcoming the stable staff group which provides continuity for their children. Strong partnerships with parents are formed through several settling-in visits, when staff take time to collect necessary individual details about children's care. Ongoing information is available through access to policies, newsletters which give notice of forthcoming topics and events, and the daily activities which are recorded on the noticeboard. Parents are able to view their child's developmental records and could add comments if they wished. The nursery have formed positive relationships to share information with schools when older children leave, but not yet with other settings some children attend. Issues raised at previous visits have been actioned, mainly by the staff, particularly around the development of the 'talking and listening' area to provide children with increased communication opportunities. However, the provider is not fully aware of the current status of the provision as there are no systems to monitor and evaluate practise effectively.

## **The quality and standards of the early years provision**

Children access a spacious, interesting learning environment which encourages them towards increasing independence. A balance of activities are available each session, due to the quality of planning, for example, the current seaside theme extends to several creative activities involving paint, flubber and shredded paper with children talking about the colours and shapes they use. Children explore a 'beach' in role play and read relevant books, they consider linked themes such as melting ice as well as the types of clothes they might take on holiday. For the majority of the session, children freely move around choosing to spend time at activities which capture their interest, with the outdoor area accessible to support children's differing learning styles. Children benefit from the quality of their interaction with staff, who are all skilled at using appropriate language and open ended questioning to gauge individuals' understanding of activities. Small groups briefly concentrate on more focussed learning at times. The variety of evidence collected through direct observation, photographs and examples of children's work demonstrates that they mostly make good progress, although less is collected

about individual starting abilities, particularly from parents. Staff use their knowledge of children's current abilities to plan their next steps and ensure that the level within activities provides sufficient challenge for the range of ages and abilities present.

Children's welfare is obviously important to staff. Active physical play is encouraged daily, as well as almost constant access to fresh air, with staff ensuring children partake of regular drinks afterwards to keep well hydrated. Children have independent access to toileting facilities and reminders are given about personal hygiene before eating lunch; however, hands are not routinely washed before children access the rolling snack system, which exposes them to some risk of cross-infection. However, the robust sickness policy and regular cleaning routines limit this risk. Children learn to keep themselves safe during activities such as police visits, taking part in fire drills and through measures they see in place in nursery, such as a gate to prevent access to the kitchen and routines at arrival and departure times. They mostly understand what behaviours are expected at specific times, such as when lining up to go outside or when helping tidy up, and sit together well to eat lunch. As a result, staff have to give few reminders of nursery rules and when minor incidents occur, act quickly and consistently either to distract children to another activity or to discuss why their action was inappropriate. Positive behaviour is encouraged through praise for all children's achievements and as a result, behaviour is generally very good. Children play well together, sharing and taking turns when necessary, thus developing a positive outlook towards learning for the future.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met