

Humpty Dumpty's

Inspection report for early years provision

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Inspector Linda Cook

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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's Day Care Nursery is a privately owned and managed full day-care provision situated in the market town of Pickering. It has been registered since February 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 25 children at any one time. It serves mainly the immediate locality, however, some children travel from the surrounding villages to attend. Opening hours are from 08.00 to 18.00 Monday to Friday, throughout the year and there are currently 30 children on roll.

The group is registered with the local authority to provide funded places for those children of eligible age. For this they have the regular support of an Early Years Development and Childcare Partnership Consultant. The sessions are managed by the joint owners who both have an appropriate qualification. The group employs eight staff members to work with the children. There are additional support staff for cooking and cleaning.

Overall effectiveness of the early years provision

Overall the quality of provision is good. All children are respected and valued as individuals and make good progress in their learning and development. The nursery has a positive attitude to continuous improvement and to enhancing outcomes for children. A staff team that work very effectively together and are committed to personal development, ensures that children make good progress in their learning and development. The nursery has positive relationships with parents and regularly shares information to ensure children's individual needs are met.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other providers to ensure consistency in development and learning for children attending other settings who deliver the Early Years Foundation Stage
- continue to develop outdoor learning environment to reflect all areas of learning, in particular opportunities to investigate and explore the natural world.

The leadership and management of the early years provision

There are sound recruitment and vetting procedures in place which ensure all staff are safe and suitable to work with young children. New staff follow an induction programme and all staff have annual appraisals. As a result, their training needs are identified and well supported through both external and in-house training. Staff

understand the key policies of the setting, such as safeguarding children and demonstrate a sound knowledge of procedures to follow should they have a concern about a child. Written risk assessments, which cover all areas of the provision including outings, are undertaken and regularly reviewed. This ensures children are cared for in a safe environment where risks are recognised and minimised.

There are good systems to ensure that all required documentation is in place for the safe and efficient management of the setting. Policies and procedures are detailed, regularly reviewed and updated. These are available to parents together with other relevant information, which is displayed on notice boards in the entrance to the nursery. Systems are in place for staff to gather detailed information from parents about their children when they first start at the nursery. This ensures staff have a clear understanding of the children's welfare needs and starting points for their individual learning. A daily exchange of information enables home routines to be followed where possible and this supports consistency of care. Parents state they are happy with the setting, commenting that staff are approachable and welcoming. They have access to activity plans, newsletters and their children's development records where they are welcome to add their comments and observations. Management has started to develop partnerships with other settings, they have good relationships with the local primary schools and attend meetings with other providers. However, partnerships with other settings, such as childminders and playgroups, are not yet fully effective in ensuring consistency in care and learning for individual children who attend more than one setting.

Clear progress has been made since the last inspection. Most recommendations made at the last inspection have been addressed well. For example, a recently introduced self-assessment system successfully identifies strengths and areas for development, a daily check list enables staff to check the premises are clean and safe each morning and structural alterations have been undertaken to provide better access to resources and activities. Whilst more opportunities for children write for a purpose in everyday activities have been increased in the indoor learning environment, this is not fully explored outdoors. The nursery has been successful in obtaining a grant to develop outdoor play and has made great improvements in the outdoor learning opportunities. However, this remains an area for development to ensure all areas of learning are covered in sufficient depth to maximise learning and encourage exploration.

The quality and standards of the early years provision

Most children happily enter the setting and are confident in the environment. Those younger children who are reluctant to separate from parents are sensitively supported and reassured by supportive staff. Children are independent learners who are motivated and busy at their chosen activity. Staff intuitively know when to stand back and when to intervene in play. They encourage thinking as they ask open ended questions. All children develop their independence to a good level as babies are encouraged to feed themselves, older children help themselves to snacks, put on aprons before painting and their shoes before playing outdoors.

They are encouraged by staff who praise all their achievements great and small.

Children enjoy listening to stories, and contribute to their favourite ones. They handle books with care and obviously enjoy looking at them. They develop their communication skills to a good level as they chat to staff who are interested in what they say and offer new words to extend their vocabulary. Lots of opportunities exist for children to develop their creative skills; there are opportunities for children to paint indoors and outdoors and to use a variety of techniques. Many malleable materials including shaving foam, sand and water enable children to use their senses to explore texture and form. They count and problem solve through the daily activities and routines, for example, as they complete jigsaws and sing counting songs. Indoors children have access to a range of resources which increase their awareness of technology. They have access to a computer, operate push button toys, use small world resources such as telephones, an iron and a cash register. Children benefit as they enjoy the free flow opportunities into the outdoor environment and while there is a good range of activities for the children to enjoy, opportunities to explore and investigate the natural world are not fully exploited.

Staff are knowledgeable about how children learn and of the Early Years Foundation Stage framework. Observation and assessment draws on what children know and can do and what skills they need to develop. This information is used to plan for the next steps in children's individual learning. The setting has recently revised the way they plan activities to better reflect the requirements of the new framework. Planning is flexible and is based on the children's interest and preferred learning styles. As a result, there is a good balance of child-initiated and adult led activities which cover all areas of learning.

The key persons and room staff work closely with children so their good health and well-being is effectively promoted. Babies have good indoor space to move safely, are appropriately taken outdoors and benefit from regular activities alongside the older children in the fresh air as soon as they are mobile. Children are provided with a range of healthy meals, which are prepared and cooked on the premises. Staff work closely with the parents and discuss children's individual dietary needs ensuring specific needs are met. From a young age, they learn effective hygiene routines and staff take appropriate action when children are ill and to prevent the spread of infection. Children gain confidence to explore because of the safe outdoor and indoor spaces, furniture, equipment and toys. Adults effectively teach them about keeping safe and emergency evacuations are practised regularly. Through appropriate explanations, children are effectively encouraged to develop habits and behaviour appropriate to their own needs and those of others. Their opinions are sought and respected by staff so they learn to value differences, share resources and play cooperatively together.

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

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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