

Humpty Dumpty Nursery

Inspection report for early years provision

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24/06/2010

Inspector

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Setting address

The Bungalow, John Bentley School, Calne, SN11 8YH

Telephone number

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Humpty Dumpty Nursery was registered in 2006 and operates from a converted bungalow in the grounds of John Bentley Secondary School in Calne. There is ramped disability access to the building. A maximum of 28 children may attend at any one time. Children come from the local area. The nursery has three rooms, toilets, a kitchen area, staff room and the use of a fully enclosed outdoor area. It is open each week day from 8am to 5pm all year round.

There are currently 55 children from three months to eight years on roll; of these, 27 children receive funding for early education. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 11 staff who work with the children. All have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop excellent levels of confidence and self-esteem and are fully included in a wide range of indoor and outdoor activities. Partnerships with parents and carers, the host school and the community are outstanding and information is shared effectively. Staff know the children well and take into account their individual needs and interests. The manager and staff clearly identify where their strengths and areas for development lie and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities
- develop environmental activities in the outdoor area.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare very well because they are fully aware of safeguarding and child protection procedures. Excellent, comprehensive policies, procedures and documentation are in place to ensure children's welfare and safety. Staff are deployed very well to ensure children, babies and toddlers are fully supervised at all times throughout the nursery. Risk assessments are conducted regularly to keep children safe, whilst staff encourage safe levels of independence. Children benefit from excellent safety measures such as a very

clear emergency evacuation plan which is practised and recorded in detail. There are robust collection procedures in place and high security at the main door. Staff ensure children are kept very safe while walking round the host school grounds to the Sports Centre to use their soft play facilities. The stimulating and secure outdoor environment is fully enclosed and maintained very well. There are rigorous systems in place for staff recruitment and vetting.

Partnerships with parents and carers are very open and friendly and staff have created a very happy, purposeful environment, where all children are included in activities. Parents say their children enjoy attending the nursery and staff have created a very stimulating and caring environment. Staff are very welcoming and supportive and excellent communication between staff and parents promotes the babies, toddlers and children's continuity of care. They are highly motivated in making sure that they settle into the nursery as soon as possible. Parents are kept well-informed of special events and fundraising activities through comprehensive newsletters, informal discussions and the parent notice board. They borrow books from the nursery library to read to their children and are kept fully informed of their achievement and progress. Assessment sheets, summative sheets and learning journeys are shared regularly and parents' views are welcomed and valued. They are given very clear guidance about the Early Years Foundation Stage curriculum, assessments and observations. There is an excellent relationship between the nursery, parents, host school and Sports Centre which fully supports the children's developing self-assurance. Information is shared very effectively with the children's next school to ensure a smooth transition to full-time education. There are also excellent links with outside agencies to support children with special educational needs and/or disabilities. There are excellent community links and pupils from the secondary school teach pre-school children French, Spanish and German.

The nursery is well-led and managed and there are good self-evaluation systems in place which ensure that improvements have a positive impact on the experiences of babies and children. The manager and staff value the views of parents and children and take these into consideration when identifying areas for development. Good progress has been made in addressing the recommendations from the previous inspection. In particular, assessments and observations are regularly updated by staff and used to inform planning and choice of activities. There are comprehensive plans in place for future improvements such as the extension to the building to incorporate a community/sensory area and administrative room. Staff recognise the need to develop technology in the setting and use forest school provision to enrich children's learning experiences. There is outstanding inclusion of children in indoor and outdoor activities and older children have excellent relationships with the babies, toddlers and one another. They actively promote equality in the nursery. Staff are well-deployed and imaginative use is made of resources to meet the needs of the children. They demonstrate a good capacity to improve in the future, through strong teamwork and a secure understanding of the children's interests and needs.

The quality and standards of the early years provision and outcomes for children

There is well-organised indoor and outdoor play and children, babies and toddlers achieve very well in a bright, stimulating environment. Staff value the views of the children and incorporate these into their planning and choice of activities. There are valuable opportunities for adult-led and child-initiated activities. Children experience visits from a range of visitors such as the Chinese group who brought clothes for the children to dress up in. Their experiences are enriched by staff from Hungary and Mauritius who tell them about life and customs in their countries. Children enjoy learning about Diwali, Christmas and the Chinese New Year, and sample a range of food.

The children in the nursery are highly valued as individuals. They behave very well because staff are excellent role models and make their expectations very clear. Young children are encouraged to share toys and take turns in painting the walls with water. Pre-school children learn right from wrong through simple golden rules which are regularly used and reinforced by staff. Children in all areas of the nursery receive praise from staff and they are well-motivated by a wide range of activities. They have excellent relationships with one another and learn to take turns and show respect for others. Babies are given lots of attention and are building meaningful relationships with staff.

Children experience an interesting range of physical activities and enjoy winding in and out of the maze hedge in the secondary school and planting bulbs and vegetables in the garden. Pre-school children enjoy dancing and moving to music in sessions led by Year 10 students and staff. They join the toddlers on the playing field to practise their sports for Sports Day. They also have fun riding their bikes and tractors in the outdoor area. Overall, they develop a good understanding of keeping healthy and safe and enjoy physical exercise and outdoor play. They learn to use equipment safely as they make fruit salad and choose healthy fillings for their sandwiches. They benefit from talks on safety from fire fighters and police officers, and learn how to look after their teeth after a talk from the dentist.

Children are very keen to come to the nursery and their creative skills are developed very well by staff. They confidently identify shapes around the room and most of the pre-school children can count up to 25. They know that snails live in shells and excitedly listen to the sound of the sea as they hold a large seashell to their ear. They enjoy listening to the beginnings and endings of stories such as 'Dinosaurumpus' and look for its footprints outdoors. There are more limited opportunities to use technology in activities, although children do use the digital camera to self-assess their work. They tunefully sing 'The rainbow song' and enjoy going on visits to the library and church. Young children and babies receive quality time in small groups and respond well to songs such as 'The wheels on the bus go round, round, round'. The babies and young children sleep in cots with musical mobiles and their personal items help them to feel secure. Independence is promoted well in the toddlers room and pre-school area. They have free access to toys and resources and are able to make their own decisions as to which resources to play with. Babies and young children can crawl over the floor in safety. Overall,

there is excellent enjoyment and a strong sense of achievement because of the clear expectations of staff in creating an interesting environment. Children are well-prepared for life outside the school day and future learning experiences.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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