



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218442

DfES Number: 511814

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Christine Holmes

SETTING DETAILS

Day Care Type Full Day Care
Setting Name HUMPTY DUMPTY DAY NURSERY
Setting Address WOODHOUSE FARM
WOODHOUSES, YOXALL
BURTON ON TRENT
STAFFORDSHIRE
DE13 8NR

REGISTERED PROVIDER DETAILS

Name The partnership of Mr and Mrs Philip Siddell

ORGANISATION DETAILS

Name Mr and Mrs Philip Siddell
Address Woodhouse Farm
Woodhouses, Yoxall
Burton-on-Trent
Staffordshire
DE13 8NR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Humpty Dumpty Day Nursery opened in 1993. It operates from buildings on Woodhouse Farm in Yoxall, which is approximately eight miles from Burton upon Trent.

There are currently seventy two children from birth to eight years on roll. This includes twelve funded four year olds. Children attend for a variety of sessions.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00. Children are transported by mini bus to local nursery schools.

Twenty-two staff work with the children. Over half have Early Years qualifications. The setting receives support from a teacher/mentor from the Early Years Development Partnership (EYDCP).

How good is the Day Care?

Humpty Dumpty Nursery provides satisfactory care for children. Most aspects of the nursery are well organised to meet children's needs. Staff are guided by policies and procedures that are regularly reviewed. All records and documentation are stored to maintain confidentiality.

All areas for promoting health and hygiene are good and are reinforced through the daily routine. The premises are safe and secure, but there is not a risk assessment in place for the outside area of the nursery. Child protection procedures are in place and fully understood by staff, but they do not include appropriate procedures in the event of allegations being made against a member of staff. Children's differing needs are recognised and generally well supported. Healthy eating is promoted and children's individual dietary needs and parental wishes are respected.

Staff build very warm relationships with the babies and meet their individual needs well. They provide a range of activities that stimulate the babies' senses, which helps them to progress. The quality of interactions significantly enhances all aspects of the

babies' development. Children in the under twos' room are not always sufficiently stimulated to develop language, independence or imagination. They have a limited range and choice of activities throughout the day. Children in the pre-school unit develop warm relationships with staff. They are confident, involved and interested in a wide range of activities planned by staff, which helps them to make good progress. All staff have a consistent and sensitive approach to behaviour management and children behave well.

Partnership with parents is generally fostered well. Information is shared with parents on a daily basis through daily verbal communication and written progress records. In the pre-school unit parents are given information to involve them in the nursery plans and reinforce their children's learning.

What has improved since the last inspection?

At the last inspection, the provider agreed to devise a system for planning and implementing a suitable range of activities for children under two years; devise and implement a key worker system and obtain a copy of the Area Child Protection Procedure. There is an effective key worker system in place that ensures staff exchange information about all children with parents. Although a system in place for planning activities in the under twos' room, it is not effective to ensure the children are sufficiently stimulated or have a suitable range and choice of activities throughout the day. Although a copy of the Area Child Protection procedure has been obtained, it has not been used to devise the written statement of procedure to be following in the event of an allegation being made against a member of staff.

What is being done well?

- The standard of care in the baby room is very good. Staff give good attention to meeting babies' individual needs and plan activities which stimulate children's senses.
- Children in the pre-school unit are provided with a range of activities which helps them make good overall progress.
- Staff manage children well. They have high expectations and children behave well.
- Routines that promote good health and hygiene are well-established.
- Healthy eating is promoted and children's individual dietary needs are met well.
- Parents are kept informed about the nursery, and their child's day at nursery.

What needs to be improved?

- the organisation of staff and children at the beginning and end of the day, to ensure all children's needs are fully met
- the quality of interactions in the under twos' room to ensure children are

sufficiently stimulated to develop language, independence and imagination

- the use of assessments to inform planning an appropriate range and choice of activities for children in the under twos' room
- the risk assessment to include the outside area of the nursery
- the child protection procedure, to include an appropriate written procedure to be followed in the event of an allegation being made against a member of staff.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Conduct a risk assessment on the outside area of the premises identifying actions to be taken to minimize identified risks;	30/05/2004
13	Ensure that the child protection procedure for the nursery complies with the local Area Child Protection Committee (ACPC) procedures and includes an appropriate written procedure to be followed in the event of an allegation being made against a member of staff.	30/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Review the organisation of staff and children at the beginning and end of the day;
3	Monitor and develop the quality of interactions in the under two's room to ensure children are sufficiently stimulated to develop language, independence and imagination. Ensure assessments are used to plan a

	varied range and choice of activities that build on what children know and can do.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Humpty Dumpty Nursery provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for physical and personal, social and emotional development are particularly well planned. Provision for creative development has significant weaknesses.

The quality of teaching is generally good. Most staff have a good understanding of the stepping-stones and early learning goals. Staff provide good individual support to children and question them well to make them think. They provide a variety of practical activities and understand what children learn from them. Good emphasis is given to promoting children's speaking, listening and counting skills. Children are encouraged to express their ideas and thoughts verbally, but in some aspects of literacy and mathematics activities are not always extended to provide sufficient challenge. Resources are of good quality, but they are not well organised to support children's creative development. Staff manage the children very well and have good relationships with them.

Staff keep records of children's development and progress through ongoing assessment and observation and use this to inform their planning. There are no children with special educational needs, but arrangements are in place to provide a good level of support.

The leadership and management of the nursery are generally good. Staff are clear about their roles and work well as a team. There is a system in place to identify training needs and monitor improvements in the nursery, however this is not yet fully effective in identifying and addressing weaknesses in the provision of nursery education.

The partnership with parents is generally good. Parents spend time talking informally to staff about their children. They receive regular newsletters to inform them about the nursery plans and activities and how they can reinforce their child's learning at home.

What is being done well?

- Staff develop warm and trusting relationships with children and have high expectations of children's behaviour. As a result children behave very well and show care and consideration for others.
- Children's physical skills are promoted very effectively through a stimulating range of activities. They are developing a good awareness of the importance of caring for their skin during hot weather.
- Children are keen to express their thoughts and ideas verbally with staff that

value what they say, introduce them to new vocabulary and encourage them to listen to others.

- Children's counting skills are promoted well. Children enjoy using their knowledge to solve practical problems such as how many cups are needed for snack.

What needs to be improved?

- the accessibility of resources for children to freely access role-play, music and a wide range of media and materials to develop their imagination and creativity
- the challenge for more able children to use numbers for a reason during their play and the provision of practical activities to help develop concepts of shape and size
- the attention given to increasing children's awareness of print and of the different purposes of writing
- the monitoring and evaluation of the quality of teaching.

What has improved since the last inspection?

Generally good progress has been made in the area of monitoring and assessment since the last inspection. Staff observe and make notes of children's learning in each of the six learning areas. They discuss children's progress and use this information to plan the next steps in children's learning. However, this information is not sufficiently evaluated against the stepping stones and early learning goals. As a result the potential to challenge children in some aspects of learning is not fully exploited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have warm, trusting relationships with staff and they are beginning to demonstrate care and consideration towards each other by helping each other and taking turns. They sit and listen well during registration time. Children are encouraged to persist with difficult tasks such as learning to control the computer mouse and they demonstrate good concentration skills when using scissors. Children are encouraged to become more independent and are able to take care of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They are introduced to new vocabulary which they use well to express ideas. They handle books with confidence and enjoy listening to and re-telling familiar stories. Children can recognise their name and identify some letters and the sound they make. They are developing their writing skills, but activities are not always extended to include opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are counting and developing an understanding of numbers during routine activities and are able to identify some numerals, but children are not challenged to use numbers for a purpose in their play. Concepts of capacity, more and less are explored through practical activities such as looking at how much rain has been collected and how many plates are needed for snack. Children look at shape and size when they complete worksheets, but not always through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good sense of time through talking about events in their lives. They are supported well to use a range of programmes on the computer with confidence. They learn about people who help us and about other cultures and beliefs. They are taken to examine and discuss living things in the natural surrounding around the nursery. Children construct models from boxes using tape and glue with support, but this type of activity is not freely available to them.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children take part in wide range of activities to develop their physical skills. They climb up and jump off the climbing frame and they can balance an egg and spoon whilst walking fast. Children are taught to handle small tools correctly. For example, children squeeze pegs onto washing lines and handle scissors and the computer mouse with increasing control. Children are learning how and why they need to protect their skin from the sun.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's creative development is not sufficiently exploited. Children receive insufficient regular opportunities to develop their imagination and express their feelings and ideas. Activities such as role-play, musical instruments, and materials such as paint, dough and water are not always available for children to use. Children enjoy singing on a daily basis.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Organise resources for children to freely access role-play, music and a wide range of media and materials to develop their imagination and creativity.
- Increase the challenge for more able children to use numbers for a reason during their play and the provision of practical activities to help develop concepts of shape and size.
- Increase children's awareness of print and of the different purposes of writing.
- Introduce a more rigorous system to monitor and evaluate the quality of teaching.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.