



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 255138

DfES Number: 533778

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Patricia Dawes

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Humpty Dumpty's Day Nursery
Setting Address Marlow House
Marlow Street
Rowley Regis
West Midlands
B65 0AY

REGISTERED PROVIDER DETAILS

Name The partnership of Alison Forbes and Angela Gibbs

ORGANISATION DETAILS

Name Alison Forbes and Angela Gibbs
Address Marlow House
Marlow Street
Rowley Regis
West Midlands
B65 0AY

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's Day Nursery is one of two private nurseries run by a partnership. It opened in 1997 and operates from a selection of rooms within a two storey building. It is situated in he Rowley Regis, Sandwell. A maximum of 44 children may attend the nursery at any one time. The nursery is open each week day from 07.30 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 0 to under 5 years on roll. Of these, 8 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently does not have any children attending with special educational needs, or who speak English as an additional language.

The nursery employs 13 staff including 1 cook. Eleven of the staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Humpty Dumpty's Day Nursery provides a satisfactory standard of care for children.

Staff provide a warm, friendly and welcoming environment for children and parents. Space is generally well organised to create an interesting and supportive environment for children, however resources and activities offered to children are limited which impacts on the children's progress and learning. Policies and procedures are understood, implemented by staff, shared with parents and have a positive impact on the children. Records and documentation are readily available. Staff are beginning to work as a team and are committed to developing practice through evaluation and professional training.

Staff take effective steps to ensure the physical environment is safe and secure. They implement and promote good hygiene practices and healthy eating. Children's individual needs are recognised, responded to and appropriately supported: resources and activities, which promote positive images, are limited.

Staff plan a range of activities, which are beginning to help children progress and learn, however some activities are inadequate in providing some children with stimulation and challenge. Outdoor play space is used daily to promote children's development, allowing them opportunities to explore and investigate their environment. Children respond well to the high expectations of staff and behave well.

Staff has developed a trusting, friendly relationships with parents. Parents are listened to and kept fully informed about the nursery and their children's progress. Staff works in partnership with parents to meet the children's individual needs. Information is shared with parents both verbally and in written daily diaries, and their views and concerns are respected and valued.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Security systems are in place to ensure children's safety at all times.
- There is adequate space within the nursery, which is welcoming and inviting to children and their parents.
- Staff have a high level of awareness to all risks to children's safety. They take reasonable steps to ensure the environment is safe and secure. Effective procedures ensure children are kept safe
- Health and safety requirements are met and understood by staff. Staff implement policies and procedures that are fully understood, shared with parents, and have a positive impact on the children.
- Staff has high expectations, act as good role models; children respond and behave well.
- Staff builds warm, trusting relationships with parents.
- Parents are kept fully informed about the provision and their child's progress.
- Staff are aware of compiling with local child protection policies and procedures, and demonstrate a sound understanding of issues regarding child protection.

What needs to be improved?

- the range of activities and play opportunities for children's overall development
- the quantity of suitable child sized furniture for children 2-5 years
- the addition of comfy chairs in the 0-2 rooms

- the information which is displayed for parents of alternative meals offered to children
- the limited resources and activities which promote equality of opportunity and anti discriminatory practice
- the staffs awareness and understanding of managing children's behaviour
- the information in the complaints procedure concerning details of the regulatory body Ofsted.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 there has been one complaint relating to National Standard 1 Suitability, regarding the vetting procedure of staff and National Standard 2 Organisation, regarding the staffing ratio at the setting. Ofsted required the registered person to develop and implement a contingency plan to ensure ratios will be maintained in an emergency, and when staff are on annual leave or sick leave. This action did not bring about the required improvement and Ofsted required the registered person to ensure that any person who has not been vetted is never left alone with children and ensure the record of children's attendance is maintained accurately. At this inspection the provider reported that all staff employed hold a current CRB disclosure, and both staff and children's attendance registers are accurately maintained. Ofsted is satisfied that the registered person has taken the appropriate steps to address the complaint, and the provider remains qualified for registration.

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
3	Improve the range of activities and play opportunities offered to children to provide	28/02/2005

	stimulation and challenge.	
5	Improve the use and display of resources to encourage children to be interested, motivated and willing to learn.	28/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
4	Ensure that suitable furniture is available to meet the needs of children 0-2 years.
5	Ensure that sufficient, suitable furniture is available to meet the need of children 2-5 years.
8	Ensure all information regarding meals offered to children is shared with parents.
9	Improve the resources that promote positive images of disability.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
12	Ensure medication information is stored confidentially.
14	Ensure the complaints procedure available for parents and staff contains contact details of the regulatory body Ofsted.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Humpty Dumpty's Day Nursery offers children acceptable education provision with significant weaknesses within some areas teaching. Staff high expectations of children's behaviour and are building positive relationships with each other. Over emphasis on structured group work restricts the opportunities for child-initiated learning and fails to develop children's learning through play. Staff use assessment records to identify children's progress; these are not used to inform future planning leading to poor challenges being set, and opportunities for learning not extended.

Staff have a basic knowledge of the early learning goals, and are booked to attend Foundation Stage training. Limited staff awareness of individual children's abilities impacts on how effective the planning can be when preparing activities to challenge. There is an adequate range of equipment to support children's learning, however the range of activities offered do not always engage or sustain children's interest.

Leadership and management have significant weaknesses. The nursery has recently undergone staffing changes. Most of staff team are still settling in, and have not yet formed as a team. The impact of this is a lack of focus, and learning for children during activities, however the manager and staff group are showing willingness to evaluating their practice through monitoring, attending staff meetings and training. The manager works daily with the staff and supports them by carrying out regular meetings to evaluate practice, however the changes as yet have not had an impact on the children's learning.

Partnership with parents is generally good. Comprehensive setting information is available for parents. Their involvement is encouraged: events are organised to allow them to discuss their children's progress and achievements with named key workers.

What is being done well?

- Staff have high expectations of the children's behaviour and children respond to praise and encouragement for their achievements. Children are encouraged to build positive relationships with both their peers and adults and demonstrate care and consideration for others.
- Staff provide a friendly, caring environment where children are encouraged to take turns and share with each other. The behaviour and attitude of the staff ensure that children have positive role models to follow.
- Staff work well with parents and encourage them to become involved with their child's learning. Regular newsletters are distributed informing parents of the current topic their children are working on. Open evenings are arranged when parents can discuss their child's progress in detail with the key worker.

What needs to be improved?

- staff's knowledge and understanding of how children learn, particularly through experiential learning, identifying the objectives for activities and incorporating this in the planning
- the daily routine of the nursery for three and four year olds to reduce the disruption to children's concentration and interest
- the organisation of furniture and resources to offer more opportunities for children to self select and make best use of the range of learning materials in comfort
- the use of freely chosen activities within the daily routine to extend children's learning, particularly in mathematics and communication, language and literacy
- opportunities for children to develop imagination and creativity spontaneously
- the recording and assessment of children's progress to identify clearly the learning objectives to inform future planning for the next step in each child's development.

What has improved since the last inspection?

Limited progress has been made in tackling the key issues identified in the previous inspection report. The nursery has improved the quantity and quality of resources available for children, however these are not organised well to offer children the opportunities to self select and make best use of the range of learning materials in comfort. Poor use is made of freely chosen activities to develop and extend children's learning. Children are given opportunities to develop their skills in reading, recognising their own names and maths, however, staff have limited knowledge and experience of how to extend the activities for more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are forming positive relationships with their peers and adults and many of the older, more confident children work together. Children negotiate well during play and work together well in-group activities. However children have limited opportunities to develop self initiated learning and independence. Some younger children are still finding their place within the group. Children manage their own personal hygiene well and are fully aware of why they follow these routines

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

More able children are confident speakers, and are able to recall familiar stories and predict what will happen. Children are beginning to link sounds and letters; more able children recognise and attempt to write their first name. Children make marks; this is usually done as a set activity. They have not fully developed an understanding of using writing for a variety of purposes, and have limited opportunities to develop their skills in handling books and understanding the purpose of print.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Some children are aware of counting beyond ten. Group activities are used to develop children's skills in number sequencing however these activities are not extended to challenge more able children or to assess children's individual understanding. They do not often develop or consolidate mathematical learning during other activities. Opportunities to develop problem solving and calculation are also limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to learn about the cultures and beliefs of others, through celebrating festivals, and activities based on countries around the world. More able children operate information technology equipment with skill: some children lose interest having to wait their turn. Resources to help develop children's skills during role-play are limited e.g. telephones, calculators, electronic toys.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children use a range of tools, and produce some effective artwork. Children learn about the importance of hygiene and know when and why they wash their hands, however more able children's knowledge and independence is not extended in this area. Children move confidently around indoors and outdoors using a range of equipment. However children do not have sufficient challenge to extend their skills in balancing, and travelling under/through large equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore various mediums such as chalk, paints, gluing, however children do not always have free access to a suitable range of small tools such as scissors and modelling mediums to develop finer movement skills. Childrens access to appropriate resources to express themselves spontaneously is limited.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's knowledge and understanding of how children learn, particularly through experiential learning, identifying the objectives for activities and incorporating this in the planning
- improve the system of recording and assessment of children's progress to identify clearly the learning objectives to inform future planning for the next step in each child's development
- improve the organisation of furniture and resources to offer more opportunities for children to self select and make best use of the range of learning materials in comfort
- develop the use of freely chosen activities within the daily routine to extend children's learning, particularly in mathematics and communication, language and literacy
- provide opportunities for children to develop imagination and creativity spontaneously
- improve the time span spent by children waiting un-necessarily to engage in particular activities and routines.

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.