



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY250640

DfES Number:

INSPECTION DETAILS

Inspection Date 19/11/2003
Inspector Name Elizabeth Patricia Watton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Humpty Dumpty's
Setting Address 24 Firthland Road
Pickering
North Yorkshire
YO18 8BZ

REGISTERED PROVIDER DETAILS

Name The partnership of Karen Ellis and Claire Thornhill

ORGANISATION DETAILS

Name Karen Ellis and Claire Thornhill
Address 24 Firthland Road
Pickering
North Yorkshire
YO18 8BZ

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 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 although it serves mainly the immediate locality, some children travel from the surrounding villages to attend. Opening hours are from 8:00 am to 18:00 Monday to Friday, throughout the year.

The group is registered with the Local Education 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. Of the 55 children currently on role, there are no 4 funded year olds and 11 funded 3 year olds. There are children with special educational needs currently attending but there are no children who speak English as a second language, both these factors change throughout the year.

The sessions are managed by the joint owners both having an appropriate qualification. The group employ four staff members to work with the children, a deputy, who is also qualified and three other staff who are in the process of becoming qualified. There are additional support staff for cooking and cleaning.

How good is the Day Care?

Humpty Dumpty's Day Nursery provides overall good care for children. The staff provide a warm, welcoming atmosphere where children feel relaxed and confident. This is a newly established nursery and the management and staff constantly assess their provision and develop their practice. The property is well presented, and the lay-out of the rooms present some challenges to the staff, and so the adults continually re-assess the best way to use them to benefit the children and meet all their needs. The enclosed outdoor area enables the children to be physically active most days. There is a suitable range of equipment addressing all areas of play, care and learning. The staff are beginning to build up treasure basket items for heuristic play in the baby room. Documentation is well organised with all required elements of record keeping completed appropriately.

All aspects of the children's health and safety are well addressed. Meals and snacks provided at the playgroup are healthy and wholesome, the varied monthly menus include fresh fruit and vegetables. Individual requirements are sensitively catered for with allergies and dietary needs well displayed in the kitchen and the individual rooms.

The children are able to choose from a good range of interesting and stimulating activities throughout the day. They are regularly taken on walks out to local places to widen their knowledge of the environment. The successful use of positive behaviour management techniques ensures that children's self esteem is high and strong relationships are developed.

Relationships with parents and other family members are relaxed and trusting. Information for parents is good, and a system for reporting to parents formally at a parent's evening is to be introduced in the near future.

What has improved since the last inspection?

not applicable

What is being done well?

- The premises are well presented, the thoughtfully converted property is bright and airy, attractive displays of art work in all the rooms adds to the child centred feeling. The facilities for outdoor play are also good, with permanent play equipment on the hard surface area ensuring that children benefit from being outdoors on most days.
- The commitment to development in all areas is very good, management continue to identify gaps in aspects of their own, and the staff's training and qualifications, and support them in this. The adults also evaluate how individual children use the separate areas of the nursery and move equipment and to meet their needs, and move base rooms too if necessary.
- The children develop strong and trusting relationships, they are confident in their approach to staff, and each other and behave well. This is due largely to the adults being positive role models for the children, their constant, cheerful interaction with them.
- Relationships with parents are good, as well as the written information which they receive, the staff chat with them daily and are particularly reassuring to new parents settling children for the first time, parents comment very favourably on the friendliness of the staff.
- The children are regularly taken on walks out to local play areas, or to the supermarket to pick up items for the cook or for their own activities. The babies enjoy seeing the ducks on the beck and the older children are delighted when they return to nursery on the bus.

What needs to be improved?

- continue to apply own development plan, particularly regarding increasing the treasure basket resources in the baby room
- the use of the premises to benefit all the children.

Outcome of the inspection

Good

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

Std	Recommendation
2	continue to address own development plan in relation to the treasure baskets in the baby room and the use of the premises to benefit all the children.

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

How effective is the nursery education?

Humpty Dumpty's Nursery provides a warm and stimulating environment where children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development, mathematical and physical development. They make generally good progress in their knowledge and understanding of the world, communication, language and literacy and their creative development.

Teaching is generally good. The pre school manager uses her effective knowledge of the early learning goals to plan interesting, play-based activities, and makes good use of the learning opportunities which present themselves in every day activities and occasional outings. These are planned and presented so that all children can access the various learning opportunities at their own level and regardless of their stage of development or ability. Planning and assessment documents have been introduced, these show clear links to the foundation stage, but do not yet fully reflect the child's stage of development. The organisation of the resources does not always encourage the children to become fully engrossed in their creative play or help to develop their writing skills. Cheerful and skilful interaction with the children ensures that their confidence, motivation and self-esteem is high, and they behave very well.

The leadership and management of the group is generally good. The manager presently takes overall responsibility for the educational provision. All aspects of the team's practise are evolving well, including the roles for supporting staff.

Partnership with parents is very good. Parents are well informed about the general running of the nursery and the activities provided. There are plans to establish a system for reporting to parents on the development of the children in the form of a parents evening in the near future.

What is being done well?

- Everyday activities such as setting the table for lunch, and regular outings into town to shop for provisions, provide the children with excellent opportunities to develop their understanding of a range of processes, and consolidate their learning in practical ways.
- The excellent behaviour of the children and their ability to sit and listen when appropriate reflects the positive behaviour management techniques used by staff, and the willingness to link with other associated bodies for consistency, if necessary.
- The group's competence to include all children regardless of stage of development or ability is a real strength of the group, this includes the sensitive inclusion of children with special needs.

- The children's personal, social and emotional development is given high priority at the nursery, they consequently form strong relationships and become confident learners.

What needs to be improved?

- Opportunities for children to practice writing for a purpose and to engage more freely in role play
- Links between planning, assessment and teaching.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children's progress in personal, social and emotional development is very good. They form strong, trusting relationships with adults and relate well to their peers and come into playgroup confidently. The children sit and listen very well during story, and take turns well at table top games. Their behaviour is very good and they show care and concern for each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children make generally good progress in their communication language and literacy. They speak increasingly clearly and can express themselves in various situations. They enjoy group stories and use books appropriately, they know that print carries meaning, more able children know that it is read from left to right. Children do not often use their pre-writing skills in their self chosen activities or to sign their work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's mathematical development is very good. They begin to use mathematical concepts such as sorting and ordering and demonstrate this in everyday routines, for example, setting and clearing the table at lunch time, and in their chosen play. They count with increasing confidence and accuracy, more able children count beyond 20. The children's understanding of addition and subtraction develops as they act out favourite number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children's progress in their knowledge and understanding of the world is generally good. They explore the immediate locality regularly, they interact with people in the wider environment and understand their everyday functions. The children explore and investigate, particularly in the garden, where they grow flowers and search for minibeasts. They do not often use everyday technology in their play, or information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children make very good progress in their physical development. They move over and around various outdoor apparatus with developing co-ordination and confidence. They steer cars and buggies very carefully around the garden and include this in their imaginative play. The children develop their fine motor skills to a good level by engaging in activities such as threading and construction.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children's creative development is generally good. They explore colour and form in two and three dimensions, but quite an amount of the art work is the result of adult led activities. They express themselves in their imaginative play, in the home corner and with the small world play equipment. However the children do not always engross themselves completely in their imaginative play. The children sing a range of simple songs from memory and respond appropriately to action songs and rhymes.

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

- Ensure that the planned activities include opportunities for children to practice writing for a purpose and the presentation of these enable children to engage more freely in role play.
- Improve the links between planning and assessments, ensure these are consistently used to inform the teaching of the whole group and for individuals.

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.