

Humpty Dumpty's Day Nursery

Inspection report for early years provision

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Inspector	Elaine Poulton
Setting address	Marlow House, Marlow Street, Rowley Regis, West Midlands, B65 0AY
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Type of setting	Childcare - Non-Domestic

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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's Day Nursery is one of two private nurseries run by a partnership. It opened in 1997 and was registered with Ofsted in 2001. It operates from a property in Rowley Regis, Sandwell, West Midlands. All children share access to a secure enclosed outdoor play area.

A maximum of 44 children may attend the setting at any one time. There are currently 53 children on roll. The setting is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is open Monday to Friday from 07.30am until 6pm all year round.

The setting employs 11 members of staff. Of these, seven hold appropriate early years qualifications to Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development. Staff have a good knowledge of the Early Years Foundation Stage however plans do not always link effectively to the individual child's next steps in learning. Staff have good relationships with parents to secure knowledge of children's individual and routine needs. Most of the policies, procedures and permissions are clear and support good practice. Systems to monitor and evaluate the service are reflective which provides a secure basis for continual improvement and better outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the recording of risk assessments to include everything a child may come into contact with particular reference to the storage of pushchairs
- develop plans so that each child's learning journey is personalised to meet their individual needs and to extend their talents.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children in the setting are effective. There are good staff vetting procedures, induction and effective continued suitability procedures in place. There is a written risk assessment which includes additional daily safety checks to be undertaken. However, there is no recorded risk assessment for the pushchairs stored indoors. This has the potential to compromise children's safety.

There is a wide range of procedures and parental permissions to ensure children are safeguarded. Staff have undertaken training in child protection and know of their role and responsibility to report any concerns. Most staff hold a paediatric first aid certificate and have undertaken basic food handling and hygiene awareness training. These measures are effective in promoting the good health, well-being and safety of all children in the setting.

All children are included in routines and activities. Resources are generally well utilized and many toys, games and small world resources for older children are stored in labelled containers in the learning environment. This allows children easy access and ample opportunity to choose and make decisions about their play. The baby room has ample space for younger children and provides good opportunities for them to explore and move around freely. All children have regular opportunities to access the enclosed outdoor play area where they can safely investigate and involve themselves in more energetic and exploratory play. The setting makes good use of additional resources such as the high-street shops, library and local walks to extend children's understanding of the community and wider world.

Staff foster good relationships with parents, carers and extended family. Information is shared with parents through a number of effective ways. For example, parents notice board, learning journeys and daily diaries. Parents share babies and younger children's individual routine care needs with their key person which in turn ensures they receive a good level of support. Partnerships with others who deliver the foundation stage are good. Practitioners work well with other professionals to support the inclusion of children with special educational needs and/or disabilities. For example, there are effective relationships with the local authority special needs coordinator, teaching staff and speech therapists. This ensures effective levels of care and continuity of learning for all children during their transition from one setting to another.

The Ofsted self-evaluation form is used well. Management highlight the settings strengths as having a well-qualified and experienced staff team. Staff training is encouraged. For example, three members of staff are undertaking an early year's degree course. Management acknowledge that the general maintenance of the premises remains an area for improvement. Although, there are firm plans in place to redecorate play rooms and upgrade the floor coverings in most areas. The recommendations raised at the setting's last inspection have been addressed fully, resulting in improved outcomes for children. The setting welcomes support from the local authority to raise good practice. This demonstrates a positive outlook concerning continual improvement.

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

Staff have a secure understanding of the early years learning and development framework. Consequently most children are making good progress towards the early learning goals. However, planning is not always fully effective to ensure children's next steps in learning are specific and individualised.

Babies settle quickly and are happy and respond well to the individual time and attention they receive. Staff plan activities that are fun, purposeful and that build children's confidence. For example, they encourage younger children to sit on the floor in a circle and roll a ball to another child and say their name out loud. Staff read books out aloud to younger children and they introduce vocabulary and repeat words to them during play. Some staff use basic Makaton signs with children to support language development. They count along with children and encourage them to repeat the names of different colours, shapes and to name different animals. Younger children enjoy listening to stories and action rhymes and attempt to sing along to their favourite songs. This helps develop their language and communication skills effectively.

There are good opportunities to introduce resources and props and to encourage older children to become actively involved in their learning during planned and routine activities. For example, older children involve themselves in topics such as 'Around the world'. They taste different foods, explore maps and look at books that inform them about different countries. They develop their imagination during role-play activities and when playing with home corner resources. For example, the home corner theme is currently a travel agents stocked with a selection of holiday brochures, booking forms and mark making resources. This helps develop their knowledge and understanding of the wider world around them.

Children have a good range of sensory activities to investigate. For example, all children explore their creativity as they freely access sand and water play, chalks and paints both indoors and outdoors. Children are developing their knowledge of nature and the natural world. For example, children find, collect and fill a builder's tray with natural materials such as leaves and cones which they explore and investigate. Visitors are invited to the nursery to talk to the children. For example, the local police officer discussed safety issues with them. Older children have access to a range of battery operated resources and computers which they are keen to use. As a result, they are developing skills to equip them in the future.

Younger children are all included in the activities. They smile eagerly and are applauded when they share. Their good behaviour is reinforced with praise and positive words. Older children are consistently praised for good behaviour and reminded when their behaviour is not acceptable. This helps them consider how their behaviour affects others.

There is a good range of healthy meals and snacks on the nursery menu and drinking water is easily accessible. Older children show they understand healthy hygiene practices and independently wash and dry their hands after toileting, before meal times and after messy play activities. Younger children and babies are well supported during daily routines, such as nappy change and at meal times. Sleep, feed and rest times closely mirror those of home. Younger children's physical skills are developing well as resources are made available to encourage them to become more mobile. All children use the outdoor space daily and also benefit from accessing an indoor soft play area and sensory room. Children feel safe inside the setting as they are learning how to handle tools such as knives and scissors in a safe way. This helps to promote their understanding of living a healthy lifestyle.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met