

Humpty Dumpty Day Nursery

Inspection report for early years provision

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Inspector Catherine Sharkey

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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 Day Nursery opened in 1993. It operates from buildings on Woodhouse Farm, Yoxall, Burton-upon-Trent and has access to extensive grounds in a beautiful rural setting. The nursery is open for five days a week for 51 weeks of the year from 7.30am to 6pm. The children who attend come from a wide geographical area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 54 children at any one time. There are currently 104 children on roll including 32 who are in receipt of early education funding. 20 staff work directly with the children and all have early years qualifications to at least National Vocational Qualification Level 2 and above. The setting receives support from the Local Authority and has excellent links with local primary schools and other nurseries. The nursery supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are making excellent progress towards the early learning goals as the staff are knowledgeable, enthusiastic and thoroughly committed to all children's progress. This knowledge is successfully used to observe children's learning and to plan their next steps very effectively. The setting is fully committed to the constant improvement of their provision and practice and is able to monitor and self-evaluate extremely well. Behaviour is exemplary and children have excellent relationships with staff and each other. There are extremely effective partnerships with parents and carers and they are very involved in their children's learning. The extensive nursery grounds are used to full effect in order to maximise children's learning potential.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop regular training opportunities in order to constantly improve and update all staff's provision and practice.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded in the nursery as a result of the exemplary and detailed policies. The management ensure that all staff understand and implement these effectively through inductions and ongoing monitoring. A

comprehensive risk assessment policy and daily room checks ensure all equipment and the children's environment is safe. Excellent procedures are implemented to ensure children only come into contact with suitable people. All staff are vetted appropriately and excellent safety measures are in place, such as double safety catches out of children's reach on gates. Children practice safety routines as part of their everyday activities. For example, they are shown how to carry sticks safely in the Forest Schools area.

A huge range of exciting and stimulating resources is used very effectively to ensure children progress very well in all areas of learning. Each room is very well organised to suit the age groups that use it and resources are accessible for children to make their own choices. They explore sand and water, painting, printing and varied role play areas. Bikes, wheeled toys, balls, hoops and all sizes and shapes of climbing equipment are used very well for children to develop all their physical skills effectively. Colourful and informative displays with pictures and photographs remind children what they have learnt and serve to reinforce this through discussion. Children use two large fields to develop all areas of learning, one for physical play equipment, the other for Forest Schools activities and a large safety-surfaced area is also used very well.

The capacity of the setting to improve is excellent. All staff attend regular training courses and their practice is closely monitored by the Local Authority to ensure their excellent practice. The sister nursery assists in monitoring provision and there are very close links with several course providers. Each room has a record of ongoing improvements which means that the organisation and activities are constantly updated to meet the needs of the children. The management gives excellent support to all staff and has recently begun a 'peer observation' programme to evaluate performance. All staff are extremely enthusiastic, caring and committed to children's learning. The previous recommendations have been successfully addressed. For example, parents are now given full information on their child's next steps.

There are excellent partnerships with parents and carers. Information on all aspects of children's care is shared regularly both verbally and through children's achievement booklets. Parents are able to contribute to these which involves them in their children's learning. Babies have written information on their daily routines which parents take home daily. They are able to speak to their child's key person whenever they wish or make appointments to see the manager. They continue activities and themes with children at home which further involves them in their learning. The nursery has excellent links with local primary schools and other providers. Children are able to meet their teachers before they start school, which aids transition. There are also excellent links with other professionals who assist in the support of children with special educational needs and/or disabilities.

All children in the nursery are given equal opportunities through the implementation of the effective policies which are in place. Children with special educational needs and/or disabilities are supported extremely well through thorough individual planning which ensures they are making good progress towards the early learning goals. The nursery works closely with the District Special Educational Needs Co-ordinator, a speech therapist and other professionals

and parents in order to meet all children's needs well.

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

Children are making excellent progress towards the early learning goals. They all take part in a thoroughly well planned and well thought out range of challenging and stimulating activities. These are designed to take their interests into account and children have some input into their activities. Staff develop children's language and vocabulary very effectively through their conversations and questioning to engage children's interest and curiosity. For example, children were encouraged to find words to describe sticks. They enjoy discussing their trip to the gym or the supermarket to buy fruit for their role play area. All resources are used extremely well for this, including the two nursery hens! For example, children learn the importance of hand washing after stroking the hens, or treating them gently. Children learn early reading and writing and mathematical skills through mark making, looking at books and a huge range of exciting activities. They use many technological toys and equipment, including an interactive whiteboard and digital cameras. They enjoy taking part in dance, movement and physical education sessions which helps them to develop all their physical skills.

Children feel very safe and secure at the nursery as each child's key person and all staff are very caring towards the children. The excellent policies are implemented to ensure children are safe around the nursery environment. Babies settle happily to eat, sleep and play in their comfortable room where their home routines are followed as closely as possible. Children show they feel safe by moving happily and confidently around the nursery, taking part in the activities and chatting confidently to staff. They discuss road safety and are reminded in their daily routines about how to be careful with equipment.

Healthy eating is very strongly promoted at the nursery. Children grow and eat their own carrots and peas and are provided with healthy, nutritious meals and snacks. They learn about healthy foods through their daily routines and planned activities. Children wash their hands after going to the toilet and have access to drinks throughout the day. The nursery grounds are used extremely well so that children have all the fresh air and exercise they need to be healthy.

Children's behaviour is excellent and they have very good relationships with everyone, as staff ensure good manners are practised. Their achievements are celebrated, giving children confidence and self-respect. Babies showed delight when listening to an animal sounds story and older children were excited acting out the Bear Hunt story outside. A child was feeling shy, so a member of staff encouraged them to join in by saying the hen was a bit shy too, giving the child more confidence. A variety of cultures and festivals, such as Diwali and Chinese New Year are learnt about in interesting ways, such as a parent coming in to make henna patterns on children's hands. Visual timetables in each room and being able to keep their belongings in their own drawer aids children's independence. Children learn to use an exciting range of technological equipment very well, including

computers and many push button toys. They are involved in the wider world through taking part in a local Harvest Festival and through the visitors who come into nursery who extend children's first hand knowledge very well. For example, the Forest Schools practitioner.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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