

Humpty Dumpty Day Nursery and Pre-School

Inspection report for early years provision

Unique reference number	EY434118
Inspection date	09/07/2012
Inspector	Janice Hughes

Setting address	Trent Valley Road, Lichfield, Staffordshire, WS13 6HB
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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 and Pre-School were registered in 2012. They operate from eight rooms within a large building set in the centre of Lichfield in Staffordshire. All children have access a secure enclosed outside play area and disabled access is in place. The setting is open from 7.30am to 6pm, all year round.

The nursery is registered on the Early Years register and on both the compulsory and voluntary parts of the Childcare Register. The nursery is registered for 127 children under eight years, of whom 57 may be under two years. There are currently 108 children, aged from three months to eight years on roll. The nursery supports children with special educational needs and/or disabilities and children who have English as an addition language.

The nursery employs 35 members of staff, all of whom hold childcare qualifications. The manager and two other members of staff hold a Foundation Degree in early years and one member of staff is a qualified teacher, specialising in Early Years Education. The nursery is a member of the National Day Nursery Association and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, confident and settled in this friendly nursery. Children are safeguarded extremely well and outstanding procedures ensure the health and safety of the children is maintained. Strong relationships are formed with children, each other and other professionals. The environment provides an inclusive practice that is, in the main, well organised which helps children to make good progress in their learning and development. Documentation is good and well organised to ensure the smooth running of the nursery. The nursery monitors their practice and is committed to future improvements to support the outcomes for children. An excellent two-way partnership with parents is in place.

What steps need to be taken to improve provision further?

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

- develop procedures and routines so that children have more control over their learning in order to keep their interest, with specific reference to procedures for snacks.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through outstanding supervision and effective policies and procedures. Comprehensive and detailed recruitment and vetting procedures ensure that adults working with children are suitable to do so. Robust risk assessments are carried out in all areas and any necessary actions or equipment are put in place to minimise risks to children. The management team ensures that the environment is extremely safe, secure and well maintained, promoting children's safety at all times. All the required documentation is thoroughly organised to ensure that the setting delivers effective quality care and education. Accident and incident procedures are well managed and accurate records are maintained and regularly reviewed to ensure that safety measures comply with current regulations and guidelines. Very good procedures regarding the administration of medication protect children's welfare when they are ill. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management team. Systems to identify areas for improvement are effective and a comprehensive self-evaluation is undertaken to enhance all areas of the provision. The management team continually strives to ensure that the setting provides an inclusive service where all children and parents are welcome. Staff are very effectively deployed to support children during all activities and to ensure that supervision is consistently maintained at a high level.

Partnerships with parents are excellent. Parents are provided with high quality information about the early years provision through written information and an information pack. Purposeful systems are in place to include parents in children's learning and development and they make valuable comments in children's achievement records. When children start an initial discussion and assessment takes place to obtain information about their interests and ability in order to determine their 'starting points'. This enhances an extremely good two-way relationship. The nursery has systems in place to liaise with others who provide the Early Years Foundation Stage to children. For example, they have regular visits to the local primary school and pass on a written summary of each child's progress. They also liaise with other settings through network meetings and share information when attending training courses.

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

All children thrive in this delightful and child centred environment. The bright and welcoming areas are well used to provide a resourceful balance of adult-led, freely chosen and child-led activities. Good quality planning and observational procedures ensure that children receive an enjoyable and challenging experience across the areas of learning. Children are progressing well towards the early learning goals.

This is mainly because staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage them to talk about what they are doing. For example, the children talk about 'pirate's stew' they are making, as they gather grass and sticks to create the pirate's dinner, pretending to cook the stew on their fire. Staff ensure that the environment is stimulating and very attractive to all children so they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. However, the routine and constraints of snack time interrupts some children's play. This restricts their independence and causes some children to lose interest in their play.

Children make good progress in the physical area of learning and learn the importance of taking regular exercise, climbing and balancing on the outside equipment. This enables children to access fresh air throughout the day and is beginning to introduce them to a healthy lifestyle. Children's welfare, learning and development are effectively well supported in all areas of the nursery.

Children's individual health requirements are understood and supported; this ensures they develop a very good awareness of the importance of personal hygiene. For example, children independently wash hands before snack and meals and are beginning to understand why this is important. Children also develop an excellent understanding of safety issues and take part in frequent fire drills. This ensures they learn to conduct themselves calmly and safely in an emergency situation. Outings are used very well to promote an understanding of road safety. Children use tools and utensils safely in activities because they learn to manage these responsibly. Staff plan activities and talk to children about the effect of exercise on the body. They also provide healthy snacks, such as, fresh fruit and vegetables and children can independently access drinking water throughout the day.

Behaviour is well managed in the nursery. Children are encouraged to make most choices and decisions in their play. Staff are consistent and fair when encouraging children to share and take turns and children work together very well. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year. For example, children learn how to make Chinese noodles.

Children love listening to stories, they suggest what might happen next and repeat some of the words from popular stories. Younger children snuggle and enjoy looking at pictures and repeating words. They develop their language skills as they are encouraged to chat during play and participate in singing nursery rhymes. They enjoy mark making and some children are writing their names accurately. Children are frequently supported to count and as a result, they count by rote with confidence. They have opportunities to develop their early mathematical skills as they recognise and draw shapes, such as, squares and circles, play games and participate in planned activities. For example, children draw shapes using water and brushes and match colours successfully. In these activities children are critically thinking and being active learners. Children learn well for the future as

they practice their information and communication technology skills by using the interactive smart board, remote control toys and pop up toys with confidence.

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	1
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	1

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	1
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