

Humpty Dumpty Day Nursery

Bilton Infant School, Magnet Lane, Rugby, Warwickshire, CV22 7NH

Inspection date	15/01/2013
Previous inspection date	14/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make very good progress through the wealth of exciting and stimulating learning opportunities they receive in the nursery. Staff plan according to children's interests and from the information they receive from parents and carers, which means that children's individual needs are fully met.
- Highly effective safeguarding procedures mean that children are safe while in the care of the nursery staff. The premises are secure and children are supervised vigilantly at all times.
- Children feel secure in this caring and welcoming nursery. They are taught to keep themselves safe and to be aware of the needs of others. Behaviour is very good and children's independence is promoted very well as they learn to make choices in their activities and practise their self-care routines.
- There are excellent partnerships with parents and carers and with other professionals. This means that children who attend other settings receive continuity of care and parents are fully involved in their children's learning, both in the nursery and at home. Children with special educational needs and/or disabilities are supported very well and are making significant progress.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector held meetings with the manager, the deputy manager and the proprietor of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Humpty Dumpty Day Nursery was registered in 1992 on the Early Years Register. It is situated in a self-contained unit within the grounds of Bilton Infant School on the outskirts of Rugby, Warwickshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The setting has close links with the primary school on the same site.

The nursery opens on Monday to Friday from 8.30am to 5.30pm all year round, with the exception of Bank Holidays. Children attend for a variety of sessions. There are currently 39 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3 and one has Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the confidence of all staff in using their observations to plan even more sharply focused next steps which continue to meet the needs of individual children even more effectively.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

A rich and varied programme of activities is planned by the nursery staff so that children make very good progress in all areas of learning. The extremely well-organised and resourced playroom enables all children to select their own activities and toys and to develop their own learning styles. They have the freedom to take their play and learning in any direction they wish, guided by staff who support children according to their needs. They use their observations of children very effectively to plan their next steps in learning. Valuable information from parents about children's needs and what they can do gives staff a starting point on which to build so that all children progress at their own pace.

Children's interests are taken into account during planning and staff evaluate and adapt the activities each week to suit individual children so that their needs are fully met. The new planning system is not yet fully embedded and staff are continuing to work towards planning more sharply focused next steps in order to help each child to make even better progress in specific areas of learning. Parents and carers are fully involved in their children's learning as they share information about their children's progress at home and support this by working on activities with them. They contribute to children's progress records and receive comprehensive information on the content and purpose of their children's activities at nursery. Parents actively support children's learning at the nursery

as some work with staff to provide resources and information for their themes, such as the current space theme.

Children enjoy exploring a wide range of textures and materials, such as malleable materials, shaving foam, flour or mashed potato. They use tools well to cut and shape the materials and find out how they can change their textures and consistencies. Children are interested to see changes in materials when cooking and when they observe ice melting and re-freezing. This helps them to make sense of their world and encourages them to experiment with different ideas. Children's language and communication is developed particularly well by staff. They engage children in meaningful conversations and encourage them to talk about their experiences and to think about their activities. Children recall their learning about road safety while they are playing with the toy cars and fitting together the plastic road, as they say, 'The car can go now because the light's green.' Children who have special educational needs and/or disabilities are supported particularly well through the use of visual timetables and sign language and are making very good progress. Staff work closely with their families and outside agencies so that they receive consistent care and support and their needs are fully met.

Pre-school children are learning to recognise and to write their own names and all children enjoy mark-making activities, such as when they pretend to make notes on their experiments in the 'space tent.' They are imaginative in pretending to be astronauts as they dress up in silver boots and wear colanders on their heads for space helmets. Children's mathematical skills are developing very well as they count forwards and backwards during number songs and match written numbers to the corresponding number of stars on a card. They use the self-scanning tills at the local shops and learn how to count out the correct money for their items. They learn technological skills very effectively as they use the computer independently and print their digital photographs with help from staff. Meticulous planning and organisation means that each area of learning is covered in detail and is linked to the current theme so that children are given a huge range of valuable first-hand experiences in which they learn about the world around them, are very well prepared for the next stage in their learning and have all the skills they need ready to start school.

The contribution of the early years provision to the well-being of children

Children's health and well-being is given high priority in the nursery. Staff know children well so they know which children have food allergies and specific medical needs. Accident and medical records are well kept and staff have food hygiene certificates so that food safety is observed at all times. Children are provided with healthy snacks, such as fresh fruit or wheat snacks, and some have meals from the school kitchen. Children have access to water at all times and develop their independence by pouring their own water and deciding when to have their snack. Children are encouraged to put on their own coats and decide whether they want to play indoors or outside for part of the session. They develop their physical skills very well through their use of the wheeled toys, balls, climbing equipment and many games in the grassed and covered outdoor areas of the nursery, which are accessed in all weathers. Children learn to make healthy food choices as they grow their own vegetables and make soup when they have enough. They are taught to

keep themselves safe crossing the road when they go on walks around the local area and they know that they must wash their hands to prevent the spread of germs.

Children feel secure in the nursery as the kind and caring staff comfort them if they are upset, and children form bonds with their key person. Parents say their children settle easily when they start at the nursery so they rarely need to take advantage of settling in sessions where they may stay with their child while they become used to the setting. As there is a maximum of 20 children in the nursery at any one time, there is a family atmosphere and staff help children to get to know each other and everyone's name through talk times at the beginning of each session and during the activities. This makes them feel secure and gives them a sense of belonging. Children enjoy helping to tidy up and behave very well. They develop good social skills as they chat at meal times and are taught to be aware of each other's needs and to be helpful. They respond well to praise and are given confidence as their ideas and opinions are valued and they fill in questionnaires at home about things they enjoy or do not enjoy about the nursery. Children's transition to the adjoining primary school and other schools is aided exceptionally well as school staff visit the nursery and information is shared about children's needs and progress so that they continue to be supported consistently in their new setting. This also means that children become familiar with their new teachers and find out about school routines and activities.

The effectiveness of the leadership and management of the early years provision

There is very effective monitoring of all aspects of the provision. All staff have a thorough knowledge of safeguarding and how to implement the Early Years Foundation Stage requirements. The provider, the manager and the deputy manager work extremely well together as a team to continually evaluate the provision and identify areas for improvement. The input of all staff, parents and children is valued and acted upon to ensure the provision is of a high quality so that all children's needs are met and they continue to build on their learning. Staff appraisals and regular discussions with the management ensure that staff's training and professional development is tailored to their needs and to those of the nursery. The strengths and interests of each member of staff are used very effectively in the delivery of the early learning goals so that their knowledge and skills enhance the quality of children's learning experiences. Staff share this knowledge and that which they gain on training courses, and cascade this at staff meetings.

Children are safe while at the nursery as all staff have successfully completed safeguarding training and the provider passes on her knowledge gained from a recent course. Very effective policies and procedures are implemented and detailed risk assessments are carried out which ensure that children are safe both in the nursery and when they go on trips. The premises are secure and a camera is used to see who is coming to the nursery gate so that no unauthorised person is able to gain entry. A robust system is in place for the safe collection of children and rigorous recruitment procedures ensure that all staff are suitable to work with children. Regular fire drills are observed and any problems addressed; for example, the school alarm can now be heard by the nursery

so that they may act in an emergency.

There are excellent partnerships with parents and other professionals in the support of children's learning. Parents' views are valued and acted upon to improve the provision and staff work closely with them and professionals, such as a speech therapist, a physiotherapist and the local Children's Centre staff. This means that children with special educational needs and/or disabilities and their families are supported very effectively. There are close links with the adjoining primary school and children's other settings, which means continuity of care is provided and children's learning is complemented. The local early years development worker makes regular visits to the nursery to assist in the monitoring of the provision and the implementation of the new planning system. Children receive high quality, exciting learning experiences in the nursery and are given a secure foundation on which to build in the future.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	200629
Local authority	Warwickshire
Inspection number	817929
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	39
Name of provider	Victoria Mitchell
Date of previous inspection	14/07/2009
Telephone number	01788 521038

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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