

Humpty Dumpty Day Nursery

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

Inspection date	25/06/2013
Previous inspection date	15/01/2013

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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The provision of high quality, interesting resources, well presented in a welcoming environment, ensures that children are stimulated and motivated to engage in their surroundings, learning as they play and helping them reach their full potential.
- Staff are fully committed to continuous improvement, as there is effective monitoring of teaching and planning. Good self-evaluation processes ensure that areas for improvement are targeted in order to improve children's welfare and learning outcomes.
- Inclusion is given good priority and effective partnerships between parents, carers and other agencies ensure children's needs are met and their protection is assured.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; potential risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- Celebrating the home languages of children and increasing opportunities for them to view and use that language in the nursery are not fully exploited to help children learn to equally value and appreciate each other's home languages.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector looked at a range of documentation including risk assessments, recording procedures for children's attendance, accidents and medication records, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff who work with children, and looked at the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed activities and carried out a joint observation with the manager of the nursery.

Inspector

Jennifer Turner

Full Report

Information about the setting

Humpty Dumpty Day Nursery was registered in 1992 and is 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 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 42 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 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 current practice in relation to supporting children who speak English as an additional language by: celebrating the home languages of those children whose home language is different; increase opportunities for them to view and use that language in the nursery.

Inspection judgements

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

Children in the vibrant nursery are motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the nursery. They flourish because staff recognise their uniqueness and support their learning and development extremely well in relation to their starting points. They complete regular observations of the children in their play and identify their next steps accurately. They use these observations and assessments to provide innovative and challenging opportunities for children to learn and develop. Excellent teaching techniques help children to be active learners. Staff provide interesting and challenging experiences that meet the needs of children, including those with special educational needs and/or disabilities. Children thrive and make rapid and significant

progress in their learning and development given their starting points, because staff work sensitively and effectively with external agencies, such as speech and language services and physiotherapist services. They follow specialist individual plans to ensure children make the best possible progress. All children confidently use Makaton, signing their names and communicating with staff. Staff support children who speak English as an additional language to settle well by learning key words and phrases in the child's first language.

Play and learning is seamless as staff are highly skilled at weaving adult-led teaching into children's self-chosen play resulting in deep learning for children. They use their expert knowledge of how children learn through play to adapt and tailor how they play with children which optimises teaching and learning opportunities. The nursery environment is transformed into exciting holiday destinations and children are animated as they pretend the paddling pool is the sea. They put on swimming costumes and inflated arm bands and laughter pursues as they show their swimming skills pretending sharks are chasing them. Great laughter is had as children show excitement as they jump from the tray with pebbles, into sand and finally into water and back again in the sand, 'splish, splashing' as they go. They talk about their experiences on family holidays to the seaside and how the pebbles and sand feels between their toes. This excitement and imaginative play continues outdoors as children pour small pebbles down drain pipes pretending to make chocolate. An older child says when the pebbles go down the pipe it makes stripes and she looks over the garden fence and says the van is coming to collect the chocolate to take it to the shops.

The rich and stimulating outdoor provision is a strong feature of the nursery. Outdoor provision is carefully planned to offer a wide range of different activities including running, climbing, building and growing edible food, such as lettuce and carrots. Children water these daily and look forward to taking their produce home. Children have many opportunities for making marks with a variety of resources; they use paint brushes and water to write their names on the paving slabs and mirror, watching it dry in the sun. They draw pictures of themselves as they design their own passports to take on holiday and more able children confidently write their names. Staff effectively promote children's skills in language development and literacy. The nursery has a welcoming and well-resourced book area where children sit comfortably on sofas and cushions. They listen attentively to their favourite stories and using a story sack and props, stories and songs are brought to life. Children thrive and respond enthusiastically to planned group activities. They thoroughly enjoy the challenge of the 'I spy' game, in the 'learning den' as they match the letters and sounds to objects, showing they have mastered the phonics well. Children's mathematical skills are developing very well as they count forwards and backwards during number songs and rhymes.

Children learn technological skills very effectively as they use the computer independently and print their designs with help from staff. They access other equipment on the technology table, such as phones, cameras, calculators, timers and clocks. Staff ensure planning and organisation reflects each area of learning and link these to the current theme. This means children have valuable first-hand experiences in which they learn about the world around them. They learn about the role of 'people who help us,' such as fire fighters, police and the postman. Children show excellent design skills as they make three-dimensional fire engines, putting out a fire on a burning building. Staff record

children's comments about their experience on the fire engine, as well as the visit from the police, which shows how much they have learnt about the emergency services. Children enjoy writing letters and visiting the local post office to buy stamps before posting their letters in the box.

Staff have an excellent understanding of, and have developed, a targeted plan to complete Individual Education Plans, as well as, the two year progress check for all relevant children. They start by liaising with parents to ensure that they are fully involved in the process. This helps to keep them informed about their child's progress and development. The regular observation of children at play enables staff to assess children's learning needs and plan challenging activities. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance their understanding. Children are keen and interested learners who are making outstanding progress towards the early learning goals. The nursery is effective in preparing children for school. They visit the host school and teachers visit the nursery and share transition reports. Children each have a Learning Journey, which documents their achievements and progress accurately and clearly indicates next steps in learning and ideas for parents to continue learning at home. Comments from parents indicate that they really appreciate these ideas and enjoy working with their children at home to extend and consolidate their child's learning, particularly in Makaton signing and phonics.

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

All children form close bonds with the staff team and in particular their individual key person. As a result of the good relationships established with parents from very early on, children settle quickly. Staff use the information from parents well, in order to meet children's specific care needs. They constantly liaise with one another, discussing care routines and sharing information. This results in children being well looked after. Discussion also identifies particular needs, health issues and food allergies so that all children's specific needs can be met. Information regarding children with food allergies or specific needs is widely circulated among staff on individual care plans to ensure children's needs are strictly adhered to.

Children have access to a learning environment which has a good range of activities and resources covering all areas of learning. These reflect the children's own interests so they are continually challenged, motivated to learn and grow confidence and independence. Staff foster children's confidence and self-esteem because they praise the children for their good manners and for helping to tidy away the resources. Children play together well and sensitively include each other in their play. However, there is scope to further develop every child's sense of being valued and included by enhancing the way in which home languages are celebrated, viewed and used within the nursery, so that children learn to value linguistic diversity.

Children learn about keeping themselves safe through discussions and activities. They enjoy many opportunities for physical exercise in the fresh air. Children are encouraged to take safe risks as they access a range of climbing equipment in the school grounds. Children know not to run inside and they help to tidy up so that they do not trip over toys

on the floor. They also undertake regular emergency fire evacuation practices. As a result, children develop their awareness of how to keep safe. Children's health and hygiene is promoted well. They learn about the importance of good hygiene through regularly washing their hands before snack, lunch and after using the bathroom. Staff follow good hygiene practices as they wear protective aprons and gloves when changing nappies. This helps to reduce the risks of cross-contamination. A healthy and nutritious range of snacks is provided for children that include a choice of fresh fruit, water or milk. Children are encouraged to be independent from an early age, they serve their own snacks, which means they develop good self-help skills.

Staff provide effective support to help children who are moving onto school. They offer opportunities for children to eat lunch at the host school and to play together in the school playground. As a result, children know what to expect from the school environment and experience a smooth transition.

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

Children are cared for by a committed, motivated, well-qualified, long-standing and experienced staff team. Vetting and recruitment procedures are thorough to ensure the suitability of all staff working with the children. Regular training ensures staff are clear about their roles and responsibilities to protect children in their care. Safeguarding policies and procedures are reviewed regularly in line with changes in requirements, including a clear reference to the safe use of cameras and mobile phones in the nursery.

The nursery is a safe environment for children, for example, there is a closed circuit television camera installed around the perimeter of the building and main access gate and all visitors are asked to sign in and out. Staff give good priority to safety and conduct comprehensive risk assessments of the premises and equipment. Staff are vigilant in supervising children at all times, which ensures children can play safely. The nursery has recently introduced new and effective procedures when children use outdoor climbing equipment. Staff assess each child's ability to use large equipment before allowing them access. A first aid box is located outdoors to ensure quick access in the event of an accident and staff ensure that if accidents occur all staff are informed and a witness signs the records. Accident reporting forms have been updated and a note is placed on the notice board to remind parents to sign the accident form.

The manager and owner carry out regular staff meetings and appraisals with the team and together identify areas to support improvement in their practice. Staff frequently undertake training to strengthen their knowledge of the Early Years Foundation Stage to ensure children are developing. They regularly monitor planning of the educational programme to ensure it covers the length and breadth of the Early Years Foundation Stage. The manager implements effective systems for self-evaluation that inform the nursery's priorities and challenging targets for improvement. They seek the parents' and staff's opinions to support this process so that everyone helps drive improvement in the outcomes for children. Good partnerships with parents exist, which benefits the children's care, learning and development. Parents receive good information through regular

newsletters emailed to them and by way of information on display on the notice boards. The nursery has effective systems in place to develop communication links with other provisions. Children are fully supported in their transitions to the host school, as teachers attend the nursery to meet the children. This enables the key person to discuss children's individual learning and development and any special educational needs and/or disabilities they may have, ensuring continuity of care and learning.

All concerns are logged and swift action is taken by the management team to resolve any concerns from parents. As a result, the nursery is very responsive to the needs of all parents and their children and subsequently update procedures, such as dealing with all issues including accidents or incidents following a review. The strong relationships with external agencies and parents, means staff assess children's progress accurately and communicate effectively; therefore, allowing them to continue to close any achievement gaps and support individual children. As a result, children's needs are fully met at all times. Parents spoken to during the inspection report that their children are very happy, make good progress and enjoy coming to the nursery. Further comments include, 'I am happy and my child is happy here, I have access to my child's learning journal and know how she is developing'. This means all children and their families are equally supported in this good nursery.

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 action. 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	924703
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	42
Name of provider	Victoria Mitchell
Date of previous inspection	15/01/2013
Telephone number	01788 521038

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Type of provision

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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, which are usually the childminder's 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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