

Humpty Dumpty's Day Nursery

Marlow House, Marlow Street, ROWLEY REGIS, West Midlands, B65 0AY

Inspection date	21/01/2014
Previous inspection date	14/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
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 quality of teaching is good and delivered by enthusiastic staff who are committed to supporting all children to make good progress in all areas of their learning and development.
- Communication and language development is a key strength in the nursery as children acquire skills, both verbal and non-verbal, and staff utilise such systems through everyday activity.
- Monitoring of practice throughout the nursery is focused and thorough, promoting a collaborative approach to driving improvement and raising standards of practice in all areas of the Early Years Foundation Stage.
- Partnerships with parents, other agencies and professionals are effective in ensuring that children's needs are known and met. Swift intervention is sought where assessments indicates additional support may benefit individual children.

It is not yet outstanding because

- The current behaviour reward chart does not fully visually demonstrate the efforts and achievements of some children who may be quieter or attend on a part time basis.
- There is scope to review the seating arrangements for older children's lunchtime to facilitate easier movement and enhance the social occasion of meal times.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed practice in all areas of the nursery, indoors and outdoors and interacted appropriately with children during the inspection.
- The inspector spoke with the owners, manager and staff during the course of the inspection.
- The inspector carried out a safety check on the premises.
- The inspector took account of comments from parents spoken to at the inspection and from views obtained by the nursery.
- The inspector examined arrange of documentation including risk assessments, staff records, policies and procedures and children's records.

Inspector

Patricia Webb

Full report

Information about the setting

Humpty Dumpty's Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates under private ownership and is situated in converted premises in Rowley Regis, Sandwell in the West Midlands. The nursery serves the local area and is accessible to all children. It operates from four main care rooms laid out over two floors. There is an additional sensory room on the first floor. There is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications. The manager holds a foundation degree in early years studies. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enrich children's positive self-esteem further by fully demonstrating the acknowledgement of efforts and achievement on the reward chart, particularly for children of a quieter nature and those who may attend on a part time basis
- enhance children's enjoyment of the social interaction at meal times by reviewing the seating arrangements and making it easier for children and staff to move around.

Inspection judgements

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

Children are making good progress in their learning and development as significant improvements have been made in the quality of teaching. Staff engage effectively with children to support their individualised learning through careful and targeted planning. This arises from the pertinent observations and accurate assessments staff make, identifying children's interests and using these to frame the planning. For example, young children have enjoyed the story of the friendly monster in the woods and staff have utilised this to engage children's attention in their play. Cardboard boxes are presented alongside commercial toys to encourage crawling and exploring and staff skilfully introduce wide vocabulary with words, such as, 'under', 'over' and 'through'. Staff enjoy

such activities with the children, demonstrating their playful approach as they model the actions, resulting in giggles and chuckles all round.

There is clear reference to how children are developing the aptitudes and characteristics for effective learning. This is particularly effective in preparing children for the next steps in their lives, such as moving through the nursery and the ultimate move to full-time school. They are encouraged to explore, investigate and 'have a go' as staff's expectations about what and how children learn continues to grow. Parents were delighted recently when older children created tie-dye collages in a frame for the Christmas gifts. Children recall how the material was soaked and the different dyes used. They also relate the care they had to take and that 'old clothes' were worn 'cos of the colours'. Babies and toddlers become excited and amazed during bubble play, supported by the staff in blowing through the ring and watching how far the bubbles go before bursting. 'They've gone up to the sky' shouts an eager observer. Messy play is thoroughly enjoyed as children dig vigorously in the soil and tend to their crops during the warmer months. They notice changes, such as seeing the strawberry plants starting to grow again.

Innovative teaching and the use of made resources supports children's mathematical and literacy development. Caps from milk cartons are used to show letters and numbers and children engage in games and activities to encourage thinking and problem solving. Older children are set tasks to find the corresponding numbers around the setting. Further learning takes place as staff extend this as children recognise the numbers and amass other items, such as cars, to demonstrate the amounts. Some children are eager to demonstrate their prowess at early writing as they write confidently, using phonic pronunciation accurately. They recognise some of the letters in their names are also being in their friends' names and some words start with the same sounds.

Children's communication and language development is promoted well. Staff offer constant chatter and conversation, adding in the frequent use of sign language to ensure every child is able to communicate their needs and thoughts. Babies and young toddlers are benefiting from such strategies as staff observe the high levels of understanding from the children as their spoken language skills develop. Although there are currently no children attending with English as an additional language, staff have adapted the levels of information sought for parents at the start of any placement. This include seeking key words in any home languages and using the pictorial timelines and routines with families to assist in children settling in more easily. The thorough assessments process informs staff when any gaps may start to appear in a child's progress or where children are achieving well and require additional extension and challenge. Closer links have developed between the setting and other professionals resulting in swift and accurate intervention being sought for individual children where necessary.

Parents are encouraged to become actively involved in their children's learning and development, promoting the close partnerships between the home and the nursery. Various soft toys visit the children's homes, often accompanied by a corresponding story and parents give an account of the occasion. Photographs are also shared to build the partnerships and children react animatedly when they spot family members and themselves in the pictures. Children are also becoming instrumental in showing their developmental records to the parents. Such records are readily accessible and are

supported by the parent friendly observation books, which indicate the relationship between children's play and the areas of learning.

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

Children develop a strong sense of belonging and are very settled in the nursery. They relate very positively to the familiar and enthusiastic staff as the key person system is very well embedded. The systematic use of the 'All about me' forms now ensures that key persons collate detailed information about the children as they consult with parents from the outset of a placement. Children's individual abilities, skills, likes and preferences are discussed and noted. These are updated frequently to ensure that the attention and support given to each child is suitable for their age and stage of development, particularly as children move through the nursery. Care and attention is also given to balancing children's experiences with parents' wishes, particularly when considering health and well-being. This includes working with parents when they may request routines, such as outdoor play to be limited during inclement weather.

Daily access to outdoor activities are planned for each age group and additional active play is undertaken at the nearby park. Children use wheeled toys with care, negotiating space and obstacles efficiently. Older children test out their confidence and nerve as they try out the larger static equipment in the park and proudly share their achievements when they return to the nursery. Babies delight in the play opportunities to develop upper body balance and prepare for first steps as staff support them with appropriate resources and active interaction. Care routines are followed in line with the direction for parents regarding sleep and feed times, children's need for comforters and dummies and staff quickly recognise children's individual cues for sleep and toileting. Staff promote child's health and well-being as they reinforce the self-care routines, such as hand washing and wiping noses. Healthy and nutritious meals are prepared freshly on site and children tuck in with relish. Routines have been reviewed particularly for the older children so that they can serve themselves for snack time. Main meals are plated with opportunities for self-service of second helpings as children learn about portion control. Dietary needs and preferences are discussed with families and adhered to as staff sit with the children for their meals and monitor the routines to prevent the risk of any cross contamination or sharing of food. There is scope to enhance older pre-school children's enjoyment of meal times as, on busy days, the seating arrangements for lunch can be a little cramped and result in children twisting and turning on their seats to see their friends.

Minor accidents and injuries to children are managed efficiently and with care by staff who hold current first-aid qualifications. The children are encouraged to become aware of safety as they behave with care when moving round the nursery and using the stairs. They stand at a safe distance from the door in pre-school noting the visible tape marking the opening space to reduce the risk of a child being bumped on entry. In their play, they remember safety issues too. A group of children playing in the soil and digging area cordon off the space with the small plastic cones, reminding others of how the soil has fallen to the floor and may cause slipping. Staff are now much more diligent in identifying and assessing risk and hazards, particularly ensuring that the premises are secure and that unauthorised adults cannot enter the nursery.

Staff have undertaken specific training for managing children's behaviour and have liaised with the relevant professionals where individual children may benefit from additional support. Consequently, various strategies are being used to encourage children to consider the impact of their behaviour on others. One system is the use of a sticker chart which is displayed in the pre-school room. Staff acknowledge children's efforts as well as their achievements. However, for quieter children, or those who may attend on a more part time basis, the visible acknowledgement of their behaviour is not always as evident.

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

The owners and the manager have worked extremely effectively to bring about significant improvement since the last inspection. In partnership with advisors from the local authority early years team, detailed actions plans were devised, following a thorough overview of practice. This has resulted in all aspects of the Early Years Foundation Stage being delivered much more effectively to support children's care, learning and development. Safety and welfare are priorities for the owners and staff. All staff attend regular training in safeguarding and have a secure knowledge and understanding of the procedures to follow should they have any concerns about a child's welfare. Recruitment processes are rigorous in ensuring that all staff undergo the necessary clearances to assess their suitability. Further attention is given to assessing staff's ongoing suitability through appraisals and supervision. Thorough risk assessments are conducted to minimise hazards to children without thwarting their active play and exploratory drive. There is an ongoing plan of refurbishment in the nursery, improving the environment and attending rigorously to children's safety. The main front door is now very secure and the fingerprint entry system is fully effective in minimising the risk of unauthorised entry or exit.

Staff speak confidently and positively about the impact the operational review has had on motivating them and re-igniting their passion for working with young children. This is due to thorough monitoring and evaluation of practice and the process is used by the management to identify additional training needs and support professional development. It is through such careful monitoring that staff were aware of a gap in mathematical activities and they are now weaving mathematical concepts into the planning in all rooms. All concerned have had an input into the improvement plans and the owners acknowledge how this has developed a strong sense of ownership, resulting in a collaborative approach to ongoing development. Consequently, teaching is more consistent and staff engage actively with the children as they monitor progress diligently. They have reviewed the ways in which parents share information about their children so that planning is more targeted and individualised. The formats for collating children's development and learning are completed more accurately as staff have developed their confidence and understanding of how this highlights any gaps in a child's attainment.

The nursery is working to engage parents actively in the process of evaluating practice. Questionnaires are distributed during the year and the responses are viewed and analysed. Parents speak very positively about the nursery and how children are supported in being ready for the next steps in their lives as they move to full-time school. They

highlight the friendly staff and approachable management team as strengths which support their children in being happy, settled and at ease as they embark on their early education. Parents are also being given opportunities to attend specific workshops that offer advice and ways of promoting their children's learning and development further, such as the forthcoming Makaton sign language session.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	255138
Local authority	Sandwell
Inspection number	913638
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	39
Name of provider	Alison Forbes and Angela Gibbs Partnership
Date of previous inspection	14/02/2013
Telephone number	0121 561 3902

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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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