

Humpty Dumpty Childcare

31 Devon Square, Newton Abbot, Devon, TQ12 2HH

Inspection date

Previous inspection date

28/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a good variety of resources and use these to plan a broad range of learning experiences that help children make good progress in their learning and development.
- Staff effectively support children's language development, which means that children are becoming confident communicators.
- Children feel settled and confident due to the positive relationships formed with their key person.
- Staff provide encouragement and support for children with special educational needs and/or disabilities, to ensure an inclusive provision where all children make good progress.

It is not yet outstanding because

- Staff do not always successfully encourage all parents to share information regarding children's learning at home, to complement activity planning at the setting.
- Staff do not consistently use every opportunity to extend children's independence, for example, by always encouraging children to attempt to dressing themselves.

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 held discussions with the provider.
- The inspector observed both children's self-chosen and adult-led activities indoors.
- The inspector talked with parents and staff.
- The inspector examined a range of documents.
- The inspector completed a joint observation with the provider.

Inspector

Sarah Madge

Full report

Information about the setting

Humpty Dumpty Childcare registered in 2013. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a listed building in Newton Abbot, Devon. It is within easy walking distance of the town. It is part of a small chain of privately run day nurseries. It operates from Monday to Friday 7.30am to 6pm all year round and there is an area available for outdoor play. The nursery employs 10 staff, of these 9 members hold appropriate early years qualifications at level three and above. There are currently forty early years age range children on roll. The nursery provides funded early education for children aged two, three- and four-years. They also support children with English as an additional language and children with special 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:

- ensure staff consistently encourage children to develop their independence skills, for example, by consistently encouraging children to undertake small personal tasks by themselves, such as dressing

- extend partnerships with parents, for example, by reviewing the organisation of children's developmental records at the end of the day to further encourage the sharing of information regarding children's learning at home.

Inspection judgements

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

Children benefit from regular opportunities to enjoy fresh air, develop their physical skills and explore the natural environment when playing in the outdoors area. Staff frequently make changes to the nursery environment by monitoring children's ongoing interests and supplying relevant resources to extend learning opportunities. They also plan small-group activities based upon individual children's developmental needs, which helps children learn to work together. This all means that children are interested and motivated to learn, which helps to prepare them for the next stage in their learning. The special educational needs coordinator establishes excellent partnerships with other settings and professionals to develop appropriate and consistent approaches. As a result, children with special educational needs and/or disabilities make steady progress in their development.

Parents provide information regarding what their children can already do during initial settling in sessions. This allows staff to begin to plan appropriately to support children's

learning right from the start. The key person for each child creates an individual learning plan based upon a detailed observation, to set suitable learning objectives. Staff then use this information to inform the future planning of activities. They record children's achievements in 'I can do' books and closely monitor their progress in children's learning journeys. As a result, children are making good progress in their learning. However, not all parents share children's learning at home, which means that staff miss opportunities to plan activities that build upon recent experiences.

Staff effectively promote children's language and communication skills. They perform actions when singing nursery rhymes to help maintain children's attention, and encourage them to use their words rather than gestures. Additionally they enhance children's vocabulary. For example staff sing 'shake, shake, shake' to a child as he shakes a container of water, who then uses the word appropriately.

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

The effective key person system helps children to settle in quickly. Staff establish nurturing relationships with children and this helps children feel valued and develops their confidence. For example, as staff change babies' nappies they maintain eye contact and encourage them to respond to their exciting tones. Staff are sensitive and supportive when assisting children's moves within and from the setting. As a result, children are emotionally well prepared for the next stage in their learning. Children's achievements are regularly praised, which boosts their self-esteem. Staff consistently remind children of boundaries and have a good understanding of how to prevent potential incidents of inappropriate behaviour. For example, staff encourage young children to explore new toys when they sense that they are becoming restless. This means that children learn to behave suitably.

Staff provide a wide range of resources both indoors and outdoors, which are stored at low-level and labelled with photographs, to allow children to make choices in their play. Children are generally encouraged to undertake small tasks to develop their self-care skills. For example, they are able to spread butter on to crackers and pour their own drinks at snack time. However, on occasion staff miss opportunities to enhance children's independence skills further. For example, when they remove children's socks and shoes to play with the water rather than encouraging them to try this for themselves.

Staff support children's understanding of how to keep themselves healthy through appropriate hand washing routines and providing nutritious snacks. They implement robust safeguarding measures to promote children's well-being. For example, parents are requested not to exit the premises unaccompanied to ensure that the front door is kept locked when not in use. All staff have a good understanding of safeguarding procedures including how to raise concerns, due to the thorough child protection policy.

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

The management have a good understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. They effectively maintain relevant documentation, such as medication records, to support staff's practice and promote children's welfare. Staff share a range of policies and procedures with parents to keep them informed of relevant processes. They regularly review accident forms to assess the safety of the environment. This all helps to promote children's welfare. Staff receive training to meet the requirements of the Early Years Foundation Stage and identify additional courses to develop their practice. Consequently, this helps staff enhance children's experiences at the setting.

The management implement appropriate recruitment and vetting procedures to ensure that all staff are suitable to work with children. They provide regular supervision meetings to support staff with ongoing practice. Staff are regularly observed by the management and feedback is provided to maintain and improve the quality of teaching. All staff contribute to the self-evaluation process to ensure a whole team approach to identifying strengths and areas for development. Staff are developing reflective practice through ongoing action plans, which have instigated changes to the room layouts and the planning systems. This means that children benefit from a welcoming environment and a broad range of experiences. As a result, all children are making good progress in their learning and development.

Staff work closely with other professionals and settings to support children with special education needs and/or disabilities. They implement appropriate interventions, such as one-to-one sessions, to develop children's individual needs. Consequently gaps in learning are closing steadily. Parents feel happy with the progress their children make and say that they form close relationships with their key person, which means they enjoy their time at the setting. Parents are welcomed in to the setting by staff and invited to share information regarding children's learning at home, to extend children's experiences further. However, systems do not effectively encourage all parents to contribute to their children's development.

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	EY472569
Local authority	Devon
Inspection number	947917
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	40
Name of provider	Humpty Dumpty Childcare Limited
Date of previous inspection	not applicable
Telephone number	07966513281

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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, 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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