

Humpty Dumpty Day Nursery and Pre-School

Trent Valley Road, LICHFIELD, Staffordshire, WS13 6HB

Inspection date	24/10/2014
Previous inspection date	30/01/2014

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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

- Teaching is outstanding because the staff make excellent use of accurate assessments of children's progress. This information is used to plan activities that enable children to achieve exceptionally well given their starting points and capabilities.
- Partnerships with parents and carers and other professionals are exemplary. Excellent two-way communication ensures all parties work collaboratively to ensure children's needs are identified and met.
- Children form very close emotional attachments with their key persons. Their peer friendships are strong. As a result, they behave exceptionally well and show a high regard for others. Children's well-being and safety is paramount within the setting.
- The self-evaluation process includes all stakeholders. Ongoing improvements bring about highly effective positive outcomes for all children. Regular and robust supervision enhances high levels of staff performance.
- Staff are extremely conscientious and thorough in implementing policies and procedures, thereby, safeguarding children is of the highest priority at all 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 looked at a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan, the suitability and qualifications of staff, the complaints log and a range of policies and procedures.
- The inspector observed activities in all indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager, held meetings with the manager and senior members of staff, and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Humpty Dumpty Day Nursery and Pre-School were registered in newly refurbished premises in 2012. It has been established since 1987 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from eight rooms within a large building, set in the centre of Lichfield in Staffordshire. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is an enclosed area available for outdoor play. Level access is in place and a lift to the first floor. The nursery opens Monday to Friday from 7.30am until 6pm, each week day, closing for one week at Christmas and bank holidays. There are currently 262 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 43 members of staff. All staff hold childcare qualifications at level 3, with the exception of two who are currently undertaking qualifications at level 3. Two of the senior early years practitioners hold Degrees in Early Childhood Studies alongside two additional Early Years Practitioners and two managers who hold Foundation degrees in Early Childhood Studies. The two Forest School leaders hold Early Years Professional Status. Two members of staff are qualified teachers who specialise in Early Years Education. The nursery is a member of the National Day Nursery Association and they receive 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:

- maximise opportunities for younger children to further develop their already very good communication skills, for example, by reducing background noise, such as music, to ensure their listening skills are fully enhanced during adult-guided activities.

Inspection judgements

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

All management and the staff team have exceptionally high levels of knowledge and understanding about the learning and development requirements of the Early Years Foundation Stage. They ensure comprehensive 'Look what I can do' records are completed with parents and their children on admission to the setting. This, alongside secure observations and verbal discussions with parents, helps key persons identify where children are in their developmental pathway from the start. Everyone has the highest expectations for the children. As a result, all children are provided with consistently high levels of teaching which ensures children's highly successful progress towards the early learning goals. The educational programmes in place contribute to children's learning

exceptionally well. The sharply focussed observations, precise assessment and detailed next steps in learning, alongside input from parents and other providers, ensures children make the best possible progress given their individual starting points. All staff have an in-depth understanding of how to enhance the characteristics of effective learners. This includes skilful utilisation of all space in all indoor and outdoor areas and the extensive range of resources to facilitate high levels of active learning for children. For instance, babies and younger children show excitement and engagement as they explore the on-site forest school. Here, highly skilled and trained staff use their expert knowledge and enthusiasm to provide rich opportunities for children's exploration. As a result, younger children explore using their senses to learn about plants and herbs they have grown over time, search for insects in the bug hotel and use a range of tools to dig for worms in the dirt. They excitedly explore the forest classroom, listening to stories and searching through the forest treasure baskets. This enhances various aspects of their learning about the world around them. Older, more able children are fully supported and supervised as they develop an excellent understanding of how to manage risks and challenges. For example, they learn about safety around camp fires and build dens with sheets and sticks and work in teams with their peers in the forest play areas. The staff encourage their engagement as they talk with the children about what they are doing, and use 'what might happen next' questions as children play imaginatively in the mud kitchen, digging, mixing and using tools as they make imaginary concoctions. This supports children's individual learning styles and engages their interest exceptionally well. Consequently, all children become engrossed in their play. The staff make the most of all opportunities during adult-guided and child-initiated play times to encourage children's exploration and enhance their ideas. For instance, staff expertly model language and provide a narrative for the younger children encouraging them to listen and to talk about their findings. However, as some of the younger children explore the gloop, their listening skills are sometimes distracted because there are nursery rhymes playing in the background. The staff extend older children's communication and language and critical thinking through open questions and by posing 'what might happen if' questions.

The extensive, well-equipped outdoor areas provide a wealth of experiences and enhances all aspects of children's learning and development. Children climb, balance and run with exuberance in wide spaces and explore a range of interesting resources and activities that provide high levels of challenge. For example, children work out how to access water, and carry this from the water butt to fill their water tray. They experiment with play animals to see if they sink or float. They learn about force and motion when they pour the water onto the sloped guttering chutes, thus developing their understanding of the world. The staff support children's learning at every opportunity, weaving in mathematical language as they talk about full, empty, high and low. Other children like to use water to paint the mirrors and nursery windows using brushes and rollers as they self-talk, chat with their peers and excitedly call out 'look, I'm cleaning'. This helps to enhance children's imaginative play as well as their physical and communication skills very well. All children access a wealth of books both indoors and outdoors and enjoy listening to funny and familiar stories that make them giggle with their peers. Children's interest in books is further enhanced through regular visits to the library to choose books for the provision and also to take home. All this promotes children's literacy skills. The staff further promote learning at home by providing a range of drawing resources for the children to use at home with their parents. Feedback from parents is then used by key persons to talk to the

children about their work. As a result, home learning is highly effective and partnerships with parents excellently fostered. These opportunities also enhance children's literacy skills and successfully supports their readiness for the next phase in their learning including school.

Staff significantly enhance children's understanding of the world as they take them on a range of exciting outings that build on their interests. This includes visiting the butterfly farm where children explore the lifecycle of the butterfly. Staff follow children's interests and fascinations further by providing children with their own butterfly life pods. Butterflies are observed over time and identified by species using the reference books before being released into the environment by the children. Younger children visit the local large pet shop, where the store staff talk to them about pet care and where the animals come from. Children enjoy handling the variety of domestic and exotic pets under close supervision of the staff. Children's interest in animals is further fostered as the staff take them to visit the zoo and the sea life centre. Children also bring in photographs of their own pets to display on the walls so they can confidently talk about their home life. Consequently, children develop empathy for pets and develop their understanding about wildlife in the near and wider world around them. In addition to outings, the staff invite a range of visitors to the setting. These include the French language teacher, who encourages children's listening, understanding and speaking as she encourages them to name various objects in the environment in both French and English language.

Staff use innovative ideas to develop children's knowledge of people's occupations and technology. For example, the information technology support person shows the children how to make the most of the computer programmes and white board. He demonstrates how to stretch their pictures and photographs and how to change the colours and shapes. This supports children's high levels of interest in information communication and technology very well. Experienced, qualified staff provide consistently high levels of support for children with special educational needs and/or disabilities. There is excellent liaison between key persons and other professionals to ensure the highest level of input by all parties. All children's progress is carefully tracked and high levels of input by senior staff and management ensures effective monitoring and that any gaps in children's learning are fully identified and met. Staff caring for toddlers within the setting actively discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development, in time for their progress check between the ages of two and three years. This contributes to the full inclusion of all children and ensures each individual child's needs are met.

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

Children develop positive attachments and high levels of emotional well-being. This is because the key-person systems are excellent and staff are warm, loving and very skilled in helping children to develop their independence and exploration. Children are supported by staff who are positive role models and use praise and encouragement throughout the day. As a result, children are extremely well behaved, develop high self-esteem and have a secure sense of belonging to the setting. Children are supported to have an awareness about their own personal safety. For example, during outings, staff demonstrate and

explain how to use the pedestrian crossing controls. Additionally, the children talk to the school crossing patrol person and become familiar with people who help us. Other visitors, such as paramedics, police and fire officers help to significantly raise children's awareness of personal safety. This learning is embedded as children act out various character roles and use dressing up clothes and props to enhance their role play. Consequently, children are learning how to stay safe.

There is a variety of positive impacts on children's healthy lifestyles within the setting. For example, there are high levels of cleanliness within the setting to ensure children's health. Additionally, children are provided with healthy balanced meals and snacks; they plant, grow and harvest their own vegetables and herbs and talk about healthy eating. Additionally, all children spend much of their day in the outdoors. Here, they take in the fresh air regardless of the weather and use an extensive range of fixed and transportable equipment to ensure high levels of physical exercise. Children of all ages also enjoy having the dance teacher visit them every week. During such times, the children become excited and are keen to engage in games as they stretch the large rubber band as far as they can and have fun dancing, skipping and jumping up and down. A sports coach also visits each week. During these sessions, children learn how physical exercise and energetic play contributes to their overall healthy living. Engagement in using equipment ensures children's high levels of physical play. As a result, children take risks in their play, learn to follow instructions and their overall physical development and health is maximised.

There are exceptionally good strategies in place to help children settle when they start. When children are ready to move onto their next base room, the parents and the key persons share their knowledge about the individual child to ensure they are fully supported and that the move is very smooth. Additionally, parents are encouraged to help settle their child into their new base room through sessional visits. Communications between the setting, other providers and schools are exemplary. Consequently, all parties are highly involved and contribute to the identification of children's needs, ensuring these are fully met and that any gaps in children's learning are closed. As a result, children become significantly ready for the next phase in their learning and school.

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

The management and all staff actively contribute to ensuring children's safety and well-being and they have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For instance, robust recruitment policies and procedures include checking staff identity, follow up of references, and initial and ongoing checks to ensure the highest level of suitability of all staff to work with children. An intensive and robust induction programme is followed for all staff new to the setting. The security of the setting and high levels of risk assessment and close supervision of the children keeps the children safe and well. Management and staff attend regular safeguarding training and are fully aware of the possible signs of abuse. Additionally, they know how to implement the whistleblowing policy should they have any concerns about anyone working at or visiting the setting. This is excellently backed up by management who make themselves available on a rota for staff to contact someone any

time day or night throughout the week and weekends. This is so that staff do not become worried and can feel confident to share any concerns about themselves, others and in particular the children. All parents have free access to the policies and procedures of the setting so that they have high levels of knowledge about how the setting operates. This significantly enhances the safety and well-being of all children on roll.

The monitoring of the teaching and learning programmes within the setting is given the highest priority to ensure children's interests and needs are identified and that all children's learning and developmental pathway is fully fostered. For example, the high quality qualifications of the staff and management ensures that all children's learning and development within the provision is tracked over time. This ensures all children are progressing exceptionally well. Additionally, rigorous supervision systems are implemented to ensure that staff practice continues to significantly improve over time. For example, observation of staff practice is a priority and provides management and staff with individual feedback. Records are kept and are concise to ensure regular supervisions lead into comprehensive appraisals systems each year. Consequently, staff morale is high and their conduct is excellent. As a result, all children on roll benefit from attending the setting. Staff are well qualified and attend ongoing training to further develop their already very good understanding of how children learn and develop. There is a continuing, targeted programme for the professional development of all staff. The self-evaluation processes in place are highly robust and actively include all stakeholders. Areas for continuous improvement significantly benefits all children on roll.

The partnerships with parents and other providers and professionals are excellent. For example, the staff actively liaise with other providers and professionals that may share the care and learning of the individual child. Additionally, this ensures that children with special educational needs and/or disabilities and children who speak English as an additional language are fully included. Relationships between the setting and school are exemplary. For instance, staff visit the local schools, share information about the individual child, and share good practice with the teachers who will be caring for the child. Consequently, this provides high levels of consistency and continuity with regard to all children's care, learning and development. Information is provided to parents about their child and the setting through a range of innovative ways. This includes open sessions where parents come along to talk to their child's key person, look through and discuss their learning and development journals, and discuss the child's tracking and next steps in learning. Parents are also invited to attend play sessions where they learn how the extensive activities and resources supports their child's progress. This includes forest school sessions. Here, parents themselves have a go and explore the natural surroundings. This helps parents to understanding how their child learns and progresses at all levels, and also builds on their confidence and knowledge of how to further enhance their child's learning at home. The relationships between the staff and parents are very strong within setting. Parents speak exceptionally highly about the staff that care for their children, the management and the range of interesting activities and resources available for their child.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY434118
Local authority	Staffordshire
Inspection number	966070
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	262
Name of provider	Humpty Dumpty Day Nurseries Ltd
Date of previous inspection	30/01/2014
Telephone number	01543416002

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

