

# Humpty Dumpty Nursery

The Bungalow, John Bentley School, Calne, SN11 8YH

## Inspection date

03/12/2014

Previous inspection date

24/06/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 3

## The quality and standards of the early years provision

### This provision requires improvement

- Children form a strong emotional attachment with their special or key member of staff. This helps children feel safe and happy. It provides a secure base from which they gain confidence to explore their surroundings and try new experiences.
- Children enjoy a broad range of interesting activities and experiences that encourage them to investigate, try out new ideas and enjoy their achievements. The staff's skilful interactions help children make good progress in all areas of their learning and development.
- Staff regularly update their knowledge, especially in supporting children's language development, to provide good quality teaching that helps all children progress well.
- Staff work closely with parents to enable them to follow children's home routines at nursery and keep parents well informed of their children's progress and involved in their learning.

### It is not yet good because

- The management team does not meet the statutory requirements for dealing with complaints, by ensuring they keep a written record of the outcome.
- Staff do not make full use of the garden during the winter months, by allowing children to play outside for longer periods when they choose and by maintaining the outdoor resources so they are always available for children to enjoy.
- The youngest children have few natural items in their rooms to support their inquisitive

and curious nature and encourage them to explore using all their senses.

## **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 staff interacting with children in the toddler and pre-school rooms during indoor and outdoor play. There were no children present in the baby room on the day of inspection.
- The inspector held discussions with the manager and a member of the committee.
- The inspector carried out a joint observation with the manager of a group activity in the pre-school room.
- The inspector looked at documentation including evidence of staff suitability, policies and procedures, the complaints record and children's learning logs.
- The inspector spoke with parents during the inspection and took consideration of their comments.

## **Inspector**

Rachel Edwards

## Full report

### Information about the setting

Humpty Dumpty Nursery registered in 2006. It is a registered charity, managed by a voluntary committee of parents. The nursery operates from a converted bungalow in the grounds of John Bentley Secondary School in Calne, Wiltshire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from the local area. The nursery has three rooms, toilets, a kitchen area, staff room and the use of an enclosed outdoor play area. It also has the use of the extensive school grounds and indoor facilities of the host secondary school. It is open each weekday from 8am to 5pm all year round. There are currently 49 children from six months to four years on roll. The nursery also runs a holiday club for children up to eight years old. The nursery supports children with special educational needs and/or disabilities, and those who are learning English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs seven staff who work with the children; five hold appropriate early years qualifications at level 3, and one at level 4.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- keep a written record of the outcome of any complaint or concern from parents and/or carers.

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

- enhance babies' and children's learning and well-being by providing more opportunities for daily outdoor play throughout the year. Maintain outdoor resources and play spaces so they are consistently available for children to enjoy
- encourage further children's natural curiosity to observe closely and explore objects using all their senses by providing a wide range of natural objects, especially in the baby and toddler rooms.

### Inspection judgements

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

Children thoroughly enjoy their time at this small nursery, where staff create a friendly and encouraging atmosphere. Staff offer children a broad range of interesting and

challenging experiences that support all areas of their development. Children benefit from warm and skilful interactions with all the staff so they enjoy their learning and achieve well. They grow in confidence as they master new skills, develop their own ideas and share their thoughts with others.

Staff have a strong focus on developing children's communication skills. They encourage younger children to 'use their words' and they ask open-ended questions to encourage children to think. For example, older children debate whether it can be both cold and sunny, as they wonder what outdoor clothes they need to wear. Staff create spaces where children feel comfortable and want to communicate with each other. In the baby room, there is a large sofa so staff can comfortably cuddle babies as they sing and chat to them. In the pre-school room, staff use soft drapes and cushions to make a cosy den, where children love to look at books or simply rest during their busy day. Staff use sign language to support communication, especially with the younger children. Staff give parents information to help them sign with their children at home. This helps children communicate better and removes some of their frustration when others cannot understand what they are trying to say. Staff have received training in the Every Child a Talker national programme to promote communication and language development. They use their knowledge from this well, for example to monitor children's speech and communication development. This enables staff to identify children in danger of falling behind and to secure appropriate support to help them catch up. Staff routinely plan small-group activities to provide additional help to children, using a recognised programme of activities.

Parents complete an information form before children start at the nursery, which contains details of children's development at home. This enables staff to identify children's starting points as they join the nursery so they can assess children's progress and identify any gaps in their development. They are successful in ensuring that children with special educational needs and/or disabilities receive support that is tailored effectively to meet their individual needs. Staff observe children carefully, noting their interests and achievements and how they learn. They generally use this information well to plan activities that engage and challenge children. For example, staff encourage a group of boys to paint by incorporating their interest in cars. The children become engrossed, making paint tracks with the vehicles. Staff encourage children to look closely at the tyre patterns and colours they create. Staff's flexible approach allows children to become deeply involved in their learning. Older children are keen to give meanings to the marks they make and some have a go at writing their names. Staff are alert to children's patterns in learning. For example, they notice when children are interested in transporting items. Staff provide many different containers and methods for the children to explore all aspects of this concept, which contributes to children's brain development. Children benefit from playing outside everyday. During the warmer months, children and babies spend a great deal of time playing in the enclosed nursery garden. During this time, staff provide a variety of interesting activities and resources. However, in the winter, children have more restricted access to outdoor play. For example, the younger children often only play outside for 20-30 minutes. This does not benefit those children who learn better outdoors. Staff do not maintain all the resources and activities in the garden throughout the year, which limits children's play. For example, staff use one of the playhouses for storage so children cannot use it and there is no mud in the mud kitchen.

There are many opportunities for parents to contribute to the assessment of their children's learning as they have regular discussions with their child's key person. They contribute to nursery themes, for example bringing in related items from home. As a result, parents are in a good position to enhance their children's learning at home.

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

Children develop strong emotional attachments to the staff and other children at the nursery. They demonstrate this as they actively seek out their special member of staff, or key person, to proudly show a picture or have a reassuring cuddle. Staff encourage parents to share information about children's preferences and care routines. This enables each key person to plan and adapt the nursery day to meet children's needs effectively from the start. For example, staff make sure that children rest and eat when they need to so they are ready to enjoy their play. Staff prepare children sensitively for moves between rooms in the nursery. Children have many practice visits to their new room, with their existing key person, before attempting whole practice days on their own. This ensures children feel emotionally secure and are ready to make the move with minimal upset.

Staff are positive role models. They are kind and polite and provide children with lots of praise and encouragement. Children gradually gain good levels of self-control and show a growing awareness of the feelings of others. For example, they show concern when a child is upset and invite them to join their game. Children enjoy helping with everyday tasks. Toddlers wipe their name mats after snack and put them away. The pre-school staff nominate a child to be the 'tidy up boss' each week. This child relishes the responsibility of checking that the room is tidy and showing others where to put things away. Staff work closely as a team and with parents, to provide children with consistent messages and boundaries. As a result of their positive approach, children behave very well.

Children use a wide range of good quality resources that support their development well overall. Staff have created inviting play spaces, with resources placed where children can reach them. They are stored in open boxes or labelled with words and pictures so children can find what they need. This encourages their independent play and enables them to make choices and develop their own ideas. However, in the baby and toddler rooms, children have few natural objects, which limits opportunities for them to explore using all their senses and to observe objects closely.

From a young age, staff teach children to consider risks and learn how to keep themselves safe. Staff carefully supervise as children learn to use tools such as scissors and spades safely. On walks, staff encourage children to be aware of their surroundings. They learn to avoid nettles in the woods. When walking in the school grounds, pre-school children know to wait before reaching the corner, in case of vehicles approaching. Staff promote children's health and well-being effectively overall. Staff remind parents about the nursery's commitment to ensuring children have healthy options at meal times. Parents may choose to provide packed lunches or order a hot meal provided by the school kitchen. This means that children benefit from a nutritious and balanced diet while they attend

nursery. Although staff do not make best use of the garden during the winter months, children nevertheless have daily opportunities to be physically active in the fresh air.

Staff prepare older children well for their future move into school. Staff have excellent relationships with the host secondary school. Staff are able to take children in the extensive grounds, where on a cold day, they sometimes take flasks of hot chocolate to enjoy in the woods. The school librarian makes the children welcome in the school library. She has brought in a large rug and books for their age group. The children get used to the friendly company of older children, which prepares them well for their move into Reception class. The Reception class teachers from local schools are welcomed into the nursery, while nursery staff accompany children on introductory visits to school. This helps children start to build new relationships and to become familiar with the school environment.

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

Over the past year, the nursery has had a number of changes to key staff. There has been an acting manager in post until very recently. This has led to a shortage of regular full-time staff in other rooms and the nursery has had to rely on bank staff for cover. The small voluntary committee have at times struggled to provide the support needed. Staff have worked hard and remained committed to the nursery throughout, to successfully minimise any detrimental effects on the children during this difficult period. There are, currently, well-advanced plans to change the ownership structure of the nursery. This will provide a professional management team to assist with the safe and efficient running of the provision.

Overall, the staff and committee members have a sound understanding of the welfare and safeguarding requirements of the Early Years Foundation Stage. However, due to recent staffing pressures, the management team overlooked their responsibility when dealing with a complaint. They describe how they satisfactorily investigated a concern but they have not kept a written record of this, which is a legal requirement. There was, however, no detrimental impact on the children as a result of this oversight. Overall, arrangements for safeguarding children are effective. The staff team fully understand safeguarding policies and procedures. Staff are confident about what they must do if they are worried about a child's welfare, including their duty to refer any concerns to the local child protection agencies. The committee seek assistance from the local authority support worker and follow robust procedures for vetting and recruiting staff. This ensures that adults working with children are suitable to do so.

The now-stable team of staff work very well together during the sessions, ensuring they communicate effectively and maintain good supervision of the children. Staff continually assess potential risks to children inside, outdoors and while on outings. They take steps to minimise hazards and teach children to take some responsibility for their own safety. The new manager has reviewed all the policies and records to ensure they all are up to date and in line with requirements. Policies are made available to parents so they understand

how they support the safe and efficient operation of the nursery. Staff effectively assess and monitor children's progress. Room leaders oversee the records of less experienced staff to ensure consistency and to develop staff knowledge. This ensures that staff identify promptly those children who may need extra support to close any gaps in learning.

Over the past year, the management and staff have had little opportunity to self-evaluate their provision for children. As a result, they do not have a focused improvement plan in place, although the new manager is currently addressing this. The senior team are focusing their efforts on developing their existing use of appraisals, supervision meetings and coaching. This will help staff reflect on, and improve further, the quality of their practice. Staff seek out regular training, which they select carefully to be of maximum benefit to the children. For example, several staff have attended training to support children's speech and language development. This is especially beneficial for many of the funded two-year-old children they care for. Some staff have attended forest school training to enhance children's outdoor play. The manager has identified training opportunities for winter outdoor play, to help staff address a weakness in this area.

The management welcome parents' views and seek these through daily discussions and questionnaires. Parents comment very positively about the nursery. One parent described the nursery as a 'home from home'. Parents warmly praised the supportive staff and their commitment to meeting children's individual needs. Staff have forged effective partnerships with relevant outside professionals, including liaison with children's centre staff and local authority advisors. Staff value their advice and guidance in helping them tailor their provision to meet the needs of children with special educational needs and/or disabilities.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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

|                                    |                                   |
|------------------------------------|-----------------------------------|
| <b>Unique reference number</b>     | EY339555                          |
| <b>Local authority</b>             | Wiltshire                         |
| <b>Inspection number</b>           | 834931                            |
| <b>Type of provision</b>           | Full-time provision               |
| <b>Registration category</b>       | Childcare - Non-Domestic          |
| <b>Age range of children</b>       | 0 - 8                             |
| <b>Total number of places</b>      | 26                                |
| <b>Number of children on roll</b>  | 49                                |
| <b>Name of provider</b>            | Humpty Dumpty At The Bungalow Ltd |
| <b>Date of previous inspection</b> | 24/06/2010                        |
| <b>Telephone number</b>            | 01249 822545                      |

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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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