

Humpty Dumpty's

24 Firthland Road, PICKERING, North Yorkshire, YO18 8BZ

Inspection date	19/12/2014
Previous inspection date	21/07/2009

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		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 safe and secure environment for children and have a good knowledge of safeguarding procedures. Consequently, children are effectively protected, secure and settled.
- Effective partnerships with parents and a well-embedded key-person system, helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both into the nursery and going on to school.
- Staff provide a well-planned, interesting and challenging environment. As a result, the experiences children have and the good quality of teaching ensure children are engaged and motivated to learn.
- Staff act as positive role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities.

It is not yet outstanding because

- The monitoring of staff practice is not sufficiently robust to identify how the high quality of teaching can be further enhanced.
- Staff do not maximise all opportunities to extend children's early mathematical skills.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with one of the nursery managers.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with both managers of the nursery and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.

Inspector

Kerry Holder

Full report

Information about the setting

Humpty Dumpty's was registered in 2003 and is privately owned and managed. It is situated in the market town of Pickering, North Yorkshire, and serves the immediate locality and surrounding areas. The nursery opens Monday to Friday, all year round except for bank holidays. Children attend for a variety of sessions. Children are cared for in two rooms and have access to an enclosed outdoor play area. There are currently 30 children on roll; all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently seven staff working directly with the children; six of whom have an appropriate early years qualification at level 3 or above. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support staff in achieving outstanding teaching practice, to benefit all children in their learning and development
- enhance children's early mathematical skills, for example, by supporting children to use numbers, count and discuss sizes.

Inspection judgements

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

Staff understand the Early Years Foundation Stage. They follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. The quality of teaching is good and staff use effective methods of planning, observation and assessment to ensure that all children's development is monitored. Staff complete the progress check for children between the ages of two and three years, and complete regular assessments and share these with parents and other relevant professionals with permission. These systems ensure that gaps in children's learning are identified and addressed quickly. Parents are actively involved in their children's learning and development as staff promote the importance of a collaborative approach. Staff use the information gathered from parents on entry to the nursery and on an ongoing basis to plan for children's future learning. They provide a good variety of interesting and challenging activities to engage and motivate children in their play. For

example, children show great excitement and develop their fine motor skills and coordination during an activity on the computer. Children's communication and language development is well promoted because staff engage in constant discussion, introduce new vocabulary and model language during their activities. Activities include singing group times and games in which they encourage children to take part and use their critical thinking. However, children's early mathematical skills are not fully encouraged, as on occasions, staff miss opportunities to support children to use numbers, count and discuss sizes.

The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Consequently, children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Children's early writing skills develop well as they draw with pens and make marks in the sand using their fingers. Children sit happily with staff and listen to stories during group time, which supports their developing interest of books and their early reading skills. Children's physical development is promoted well through daily activities in the garden to ensure they are active. Staff make good use of challenging questioning to encourage children to be active learners, who think critically. For example, staff ask children about their drawings. Staff enthusiastically praise children for their achievements, which clearly boosts their confidence and self-esteem.

Staff involve parents well in their child's learning. Parents are invited to contribute to their children's starting points by completing an All about me page in children's learning profiles. Children's profiles are sent home on a regular basis with planning information to offer suggestions to complement children's learning in the home environment. Staff understand the importance of working closely with parents and other professionals, such as early years advisers, to promote children's learning and development. Staff have developed good relationships with the local primary school, which ensures they work in partnership and share relevant information to support children with their future moves.

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

Staff support children to feel secure and comfortable through routines and close relationships with their key person. The sensitive and caring interactions between staff and children ensure that all children form positive and trusting relationships. Children settle well because parents provide key information to staff about their child before they start at the nursery. Parents are invited to stay at first to ensure children feel safe and secure. Consequently, all children's needs are known and effectively met. Children are seen to be confident and self-motivated learners who develop the necessary skills to prepare them for their future move to school. Moves to the local school are effectively planned and supported. Children visit their new setting and teachers from the school are invited in to the nursery to enable children to become familiar with their new teacher. Consequently, children are emotionally well prepared for the next stage in their learning.

The environment is warm, bright and welcoming, which effectively supports children's all-round development and emotional well-being. Children's own work and photographs are displayed around the nursery, to ensure they have a sense of belonging and feel self-

assured. The nursery is well-resourced, both in and outdoors. Children have good opportunities to exercise and to be physical through independent access to the outdoor environment. This is offered throughout the play sessions. Children are energetic and inspired by enthusiastic staff as they join in with action songs. They jump and clap as they wave their arms and move their bodies to the singing of staff. Children are provided with a wide variety of nutritious snacks and meals, which are carefully planned to ensure they benefit from a healthy, balanced diet. Children sit together in groups and talk with their peers during lunch and snacks, which teaches them how to behave in social situations. They learn about healthy practice, as they are reminded to wash hands at appropriate times. Children who are in nappies are changed discreetly and most children learn to address their own personal needs independently. Consequently, children are developing a secure understanding of the importance of healthy lifestyles.

Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Children learn how to recognise dangers and manage risks because they are well supported by staff. For example, staff remind children to walk and not run inside the nursery. Staff act as good role models as they use a calm and consistent approach to reinforce appropriate behaviour. Children use good manners and show respect as they listen and respond well to staff and each other. They are very settled and happy. Children are provided with constant praise and encouragement, which enhances their self-esteem and ensures they feel respected. Consequently, children are actively encouraged to develop good personal, social and emotional skills.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements. They fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns. All staff have attended relevant training to ensure that they understand how to keep children safe from harm. There are good systems in place for recruitment, and induction procedures ensure that staff are suitably qualified and experienced. An extensive range of policies and procedures successfully underpins daily practice and regular reviews are carried out. Children's safety is further promoted as written risk assessments are completed and checks are carried out to ensure the indoor and outdoor environments are secure. Staff are deployed well within the nursery, which ensures children are supervised effectively to maintain their well-being. As a result, children's safety is effectively promoted.

The management team have a very good understanding of their responsibilities in meeting the learning and development requirements. Both managers work alongside staff and children on a daily basis. The management team use effective monitoring systems to evaluate the educational programmes and ensure children are progressing well in all seven areas of learning. This also enables staff to support children with identified needs to meet their individual requirements. Staff have regular appraisals and this gives opportunities for the managers to quickly address any concerns and to provide appropriate support. Regular team meetings ensure that staff are supported, further promoting their

professional development and teaching skills. However, the managers have further capacity to observe, reflect and improve on the nursery's already good teaching by using strategies, such as peer-on-peer observations. Staff have a good understanding of their responsibilities, and access a range of regular training opportunities online and through the local authority. They recognise the importance of self-evaluation and self-reflection and have detailed development plans in place for future improvements. The recommendations following the last inspection have been successfully addressed, which shows a good capacity to improve.

Staff have established good partnerships with parents to support children in their learning and development. Parents are well informed and are actively involved in the nursery as they receive daily communication and regular newsletters. There are attractive display boards throughout the nursery and parents have access to a good range of information within the entrance area. The nursery has good links with outside agencies to ensure any identified gaps in children's learning are addressed. Additionally, staff liaise effectively with local schools, where children transfer, to ensure children are well prepared for their next move.

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	EY250640
Local authority	North Yorkshire
Inspection number	860322
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Claire Thornhill and Rachel Gallagher Partnership
Date of previous inspection	21/07/2009
Telephone number	01751 476728

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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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