

# Humpty Dumpty Day Nursery

Bilton Infant School, Magnet Lane, Rugby, Warwickshire, CV22 7NH



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 8 February 2017 |
| Previous inspection date | 25 June 2013    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff create a welcoming and stimulating learning environment for children. There is a well balanced mix of adult-led activities and opportunities for children to play and follow their own interests.
- Children's communication skills are promoted well. Staff make effective use of signing and pictures to support children's understanding. They engage children in conversation, extend their vocabulary and help them to become confident communicators.
- Staff are excellent role models and children demonstrate very good awareness and understanding of nursery rules and the expectations for their behaviour. Children are learning to share, take turns and be polite and respectful to others and behave well.
- Children are supported well to settle in and build caring relationships with staff and each other. They show that they feel safe, happy and at ease. Parents hold the nursery in high regard, commenting on how approachable, friendly and supportive staff are.
- Performance management of staff is effective. Staff attend relevant training and managers and staff frequently observe one another's practice, identifying strengths and aspects to improve further. This helps to drive and maintain good teaching standards.

### It is not yet outstanding because:

- At times, large-group activities are not organised effectively to enable all children, including the youngest, to engage and get the most from the learning experiences.
- Although children make good progress, staff do not always make highly effective use of their learning assessments to focus precisely on how to help them make the best possible progress.

## What the setting needs to do to improve further

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

- review the organisation of large-group activities to ensure they are effective in supporting every child's learning
- build on and refine the already good systems for planning and assessment to give an even sharper focus to helping children achieve rapid progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager. She discussed the nursery's self-evaluation with the manager.
- The inspector held meetings with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

### Inspector

Victoria Mulholland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are confident of the procedures to follow if they have concerns about a child's welfare. Robust procedures are followed for recruiting and vetting new staff. This is infrequent as the staff team is stable and well established. Managers and staff build good partnerships with parents and other providers to exchange information and promote consistency in children's experiences. They seek support for children who have special educational needs and/or disabilities. Managers have recently introduced new systems for monitoring the progress made by individuals and groups of children. They evaluate the provision, seeking the views of parents and children to help them identify strengths and areas to develop further.

### Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of their teaching is consistently strong. They plan interesting experiences and activities to help children develop across all areas of learning. Older children benefit from daily small-group activities. For example, they play a sound lotto game, developing their ability to listen and distinguish between sounds in readiness for learning to read and write. Staff continually use opportunities to promote children's mathematical development. They talk about size, pattern and shape and teach children to estimate and compare quantity and to count to check if they are correct. Staff foster children's interest in books and stories. Younger children enjoy playing with props and objects linked with the story as they listen. Children are inspired to create models of caterpillars or butterflies after listening to a well-loved story. Staff join children in their self-chosen activities, successfully promoting their creative and imaginative play.

### Personal development, behaviour and welfare are good

Staff are dedicated and very attentive. They effectively promote children's physical and emotional well-being and nurture their sense of belonging. They give children plenty of opportunities to make choices and decisions. For instance, children vote for which book to read at story time and take turns to choose a song to sing. Staff teach children about safety and ways to keep themselves and others safe. For example, they show children how to use knives and skewers safely to cut and thread different fruits, creating fruit kebabs. They help children to build an understanding of healthy foods and how to look after their bodies. They encourage children to develop independence in their self-care.

### Outcomes for children are good

Children make good progress from their starting points. Where their achievements are below typical levels for their ages, focused support helps them to catch up with their peers and gaps in their development are successfully closed. Older children enjoy participating in games. They show a good understanding of how to play and they maintain high levels of interest and attention from start to finish. They count and talk about how many more discs they need to win. Younger children enjoy sensory exploration with different materials, such as sand, soil, gravel and foam. All children are well prepared for the next stage of their learning and their move on to school when the time comes.

## Setting details

|  |                           |
|--|---------------------------|
| <b>Unique reference number</b>                   | 200629                    |
| <b>Local authority</b>                           | Warwickshire              |
| <b>Inspection number</b>                         | 1063635                   |
| <b>Type of provision</b>                         | Sessional provision       |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register      |
| <b>Age range of children</b>                     | 2 - 4                     |
| <b>Total number of places</b>                    | 22                        |
| <b>Number of children on roll</b>                | 46                        |
| <b>Name of registered person</b>                 | Humpty Dumpty Nursery Ltd |
| <b>Registered person unique reference number</b> | RP535206                  |
| <b>Date of previous inspection</b>               | 25 June 2013              |
| <b>Telephone number</b>                          | 01788 521038              |

Humpty Dumpty Day Nursery was registered in 1992. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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