

Humpty Dumpty Nursery

The Salvation Army, William Booth College, London, SE5 8BQ



Inspection date

Previous inspection date

22 September 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children form close and trusting relationships with staff. For instance, they bring a bunch of flowers from the role-play area and present it to staff and state, 'This is for you'. Children freely express their preferences to the staff and seek help when they need it.
- Staff tune in well to what children enjoy and help them learn to take the lead during activities. They identify children's individual learning styles and plan effectively to help stimulate their interest in play. Children develop as curious learners and are prepared well for future learning.
- Staff provide interesting opportunities to help children to learn about the use of technology. Children thoroughly enjoy pressing buttons, turning on lights and exploring electronic equipment. For example, as staff project an ocean scene on an interactive board, children excitedly pretend to catch the images of moving fish and sea creatures.
- The manager evaluates the nursery effectively and develops focused plans for improvement. For example, she has introduced new procedures to engage parents further in children's learning and to support continuity in children's experiences.

It is not yet outstanding because:

- Staff do not make the most of opportunities to help children build consistently on their understanding of good eating habits.
- On occasion, staff miss opportunities to help children build on their understanding of people's differences.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to help children to build on their understanding of good eating habits as part of a healthy lifestyle
- extend opportunities for children to learn about the similarities and differences between people in society to extend their understanding of the world and strengthen their social skills.

Inspection activities

- The inspector observed staff and children and their interactions with each other.
- The inspector held a joint observation with the manager and discussed how she monitors staff performance.
- The inspector took account of the views of staff, parents and children.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the management team and assessed the effectiveness of the self-evaluation process.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff monitor individual children's progress effectively and work closely with parents and professionals to identify any concerns in their learning. This helps them to plan targeted support for individual children and to help them to catch up in their learning. Safeguarding is effective. The manager ensures that staff are updated of changes to safeguarding guidelines. The manager and staff understand the procedures to follow to protect children in their care and ensure their welfare. Staff receive effective guidance from the manager and access a range of training that helps to support their professional development. For instance, they apply their knowledge and skills effectively to help young children to form positive attachments and relationships. The manager establishes close partnerships with schools to help support a smooth transfer for children.

Quality of teaching, learning and assessment is good

Staff help children to build on their role-play experiences, such as when they pretend to be doctors. Children invite staff, saying 'Come and be my patient', and they pretend to examine them using toy medical equipment. Staff take the children's lead and effectively support their curiosity to explore in different ways. For instance, when young children explore mixing paints with foam, staff make use of this opportunity to help them learn to name colours. Staff plan story-time activities effectively to help capture children's engagement and participation. For example, they encourage them to comment on the pictures in books. Children state that the bear in the story is 'happy' as he has gone back to the cave. Children learn to use talk to communicate their ideas.

Personal development, behaviour and welfare are good

Staff help children to build on their independence. For instance, they help children learn to dress appropriately for the weather. Children state that they need boots to 'splash in the muddy puddles'. Staff encourage older children to learn to tidy away resources after play. For instance, they learn to wash paintbrushes before storing them away. Staff provide regular opportunities for children to engage in physical activity. Older children enjoy climbing in and out of tyres. Staff provide lots of praise, which helps to support children's confidence and positive self-esteem. Young children thoroughly enjoy their interactions with staff, for instance, as they explore the swings. They smile happily as staff say 'Ready, steady, go' and propel the swings. Children form close emotional bonds with staff. They learn to take account of the needs of others and they behave well.

Outcomes for children are good

Older children learn to identify the initial sounds in words. This helps to support their early literacy skills. Young children respond curiously to the sounds they hear in the environment, such as the noise of an aeroplane. They build on their communication skills. For instance, they learn to use gestures, such as pointing, to share their interests. All children, including those with speech and language difficulties, make good progress from their starting points.

Setting details

Unique reference number	EY487023
Local authority	Southwark
Inspection number	1013142
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	24
Number of children on roll	11
Name of registered person	Salvation Army Trustee Company (The)
Registered person unique reference number	RP903315
Date of previous inspection	Not applicable
Telephone number	0207 326 2751

Humpty Dumpty Nursery registered in 2016. It is situated in Denmark Hill in South East London. After-school and holiday provision also operates under the same registration, and this is known as Jam Club. The early years provision is open from September to July from 8.15am to 12.40pm and 1.35pm to 3.55pm. The Jam Club operates Monday to Wednesday, from 4pm to 6pm, during term times and follows the same timings as the early years provision during the school holidays. The nursery receives funding for the provision of free early education for children aged three years. There are five full-time staff, including the manager, four of whom hold relevant childcare qualifications at level 2 or level 3.

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