

Humpty Dumpty's

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



Inspection date

29 May 2018

Previous inspection date

19 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- All children make good progress in their learning and development. Staff engage children in a wide range of stimulating activities and take their interests into consideration to plan for their individual needs.
- All children are settled and happy in the care of staff. Staff spend time talking to parents when they arrive to fully understand children's routines. Children's well-being is promoted effectively.
- The manager fully understands her role and responsibilities. She works hard to create an environment where staff feel valued and children are well cared for. She evaluates the setting regularly and strives to continually improve the service offered to families.
- Staff ensure the premises are safe and secure. They complete risk assessments for areas of the setting and for all outings. Staff supervise children well and are vigilant.
- Children develop their creativity in a multitude of ways. Staff plan activities for children to use their imaginations. Children have their own ideas and share their thoughts easily.

It is not yet outstanding because:

- The manager has not fully embedded ways to raise the quality of staff's teaching to be consistently first-rate.
- Staff do not fully support parents to share information about what children can do and their achievements when they initially start attending the setting.

What the setting needs to do to improve further

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

- strengthen professional development opportunities to help raise the quality of teaching to the highest level
- refine the system for gathering information from parents when children first start, to further understand children's capabilities.

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 had a tour of the setting.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as risk assessments, children's development records, policies, procedures and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a clear understanding of how to protect children from harm, including where to refer any concerns they may have regarding children's well-being and safety. The manager follows a robust recruitment process when employing new staff. All staff are appropriately vetted and suitable to work with children. Staff have regular supervision meetings with the manager and discuss their key-children's progress and their individual training needs. Staff are supported to gain new qualifications overall. The manager holds staff meetings frequently, cascading any changes in legislation and imparting new knowledge to staff. The manager has established partnerships with other settings in the local area. She shares children's development to complement their learning between settings. In addition, she welcomes support from the local authority advisory team to further improve the setting.

Quality of teaching, learning and assessment is good

Children immerse themselves in learning. Staff know children well and plan for their stages of development. They use clear observation, planning and assessment processes, and the manager oversees children's progress. She spends government funding well to help close any gaps in children's learning. Parents are generally fully included in their child's learning. Staff discuss each child's day with parents and share regular assessments with them to complement learning at home. Staff are skilful at questioning children. They use a range of questioning techniques that supports children to develop their vocabulary and conversational skills. Staff are good role models and naturally extend children's learning. For instance, as children pretended to build a house, staff supported them to use tape measures. This helps to promote early mathematical skills.

Personal development, behaviour and welfare are good

Children develop healthy eating habits. Meals and snacks provided are of a high quality and nutritious. Children discuss the fruit delivery and excitedly await snack time to eat the fresh strawberries. All children access the outdoors for fresh air and exercise. They use their large muscles as they balance and negotiate space. All children behave exceptionally well. Staff praise positive behaviour and encourage children to share with their friends. Children who become tired are quickly comforted and staff follow their individual routines closely. Staff continually promote children's emotional well-being.

Outcomes for children are good

Children are ready for their move to school. They are confident and have high levels of self-esteem. Children are motivated to learn, have their own ideas and work well with others. They sit well for short periods of time and listen to staff's instructions. Older children manage their hygiene needs well and develop good levels of independence. All children concentrate during activities and become absorbed in their play. They have good hand-to-eye coordination and older children excitedly talk about their future transitions to school.

Setting details

Unique reference number	EY250640
Local authority	North Yorkshire
Inspection number	1104036
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	0 - 0
Total number of places	25
Number of children on roll	4
Name of registered person	Claire Thornhill and Rachel Gallagher Partnership
Registered person unique reference number	RP905169
Date of previous inspection	19 December 2014
Telephone number	01751 476728

Humpty Dumpty's registered in 2003. The setting employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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