

# Inspection of Humpty Dumpty's Nursery

1 Vicarage Street, BOLTON BL3 5LE

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Inspection date: 17 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe at this calm nursery. The COVID-19 pandemic has resulted in some changes to routines. For example, staff check children's temperatures when they arrive, and parents do not enter the nursery as they usually would. Despite this, children show resilience and adapt well. An effective key-person system enables staff to develop positive and nurturing bonds with children. This helps children to feel settled and secure when they first start, and throughout their time at the nursery.

Children enjoy exploring the large and well-organised play area. They have positive attitudes towards their learning. For example, they dance energetically and follow the actions to songs. Children show fascination as they watch ingredients change while making 'magic potions' and play dough. They develop their imaginations as they enact the roles of customers in the play shop. Children explore the different sounds that musical instruments make. They are given opportunities to develop number recognition and to count in different situations, such as during their play and when they line up. Outdoors, children show good physical skills as they use hula hoops and throw balls. They excitedly dig in the soil and remark that they are 'looking for treasures'.

### **What does the early years setting do well and what does it need to do better?**

- The provider is passionate about making the nursery 'the best it can be'. Leaders use self-evaluation to identify ways to further improve. For example, they consider the layout of the environment to check that it promotes all areas of learning. Leaders encourage staff to complete training. Staff say that they 'enjoy work' and feel supported by leaders.
- Children, including those with funded places, make good progress. Overall, staff provide children with a broad curriculum, which builds on their interests and what they already know and can do. For example, staff create a hairdressing area following children's recent interests. However, staff do not consistently plan activities that focus precisely on children's individual learning needs. This means that some children do not always engage fully to meet their next steps in learning.
- In the main, staff promote children's growing communication and language skills well. For example, children join in with singing and eagerly listen to stories. Staff question children about these stories to check their understanding. Children take books home to share with their parents. However, staff's interactions with children are not always fully effective in raising children's communication and language to a higher level. For example, they do not always introduce children to new words to extend their vocabulary.
- Children develop an awareness of what makes them unique. For example, staff

include the different home languages that children speak. This helps children to feel valued and enables them to learn respect and tolerance. Children go on trips to places in the local community. For example, they visit the Cenotaph to take a poppy wreath to honour the soldiers. Staff encourage children to remember things that they learn from outings, such as road safety.

- Staff teach children good hygiene practices, such as handwashing before eating. Children's growing independence is given priority. For example, children get chairs to sit on, pour their own drinks and tidy up after lunch. Staff help children to learn how to walk down the stairs safely at home time.
- Overall, children display good behaviour. They are curious about visitors and show confidence when talking with the inspector. Children respond well to adults and, most of the time, follow instructions. However, on occasion, staff do not make their expectations of children's behaviour clear, or consistently apply them. This means that, sometimes, children do not do what adults ask of them.
- Leaders establish links with external professionals and other settings, which helps to support effective transitions. Parents comment that their children 'adore' the staff and 'love coming here'. They are happy with the progress that their children make. Staff support parents in continuing their children's learning at home, such as by providing advice and ideas for home learning.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are safe and secure. Leaders follow robust recruitment procedures, which ensure that staff are suitable to work with children. Staff complete safeguarding and first-aid training, and leaders check that this knowledge is up to date. Staff have a good awareness of safeguarding issues, such as radicalisation and female genital mutilation. They understand how to help keep children safe and protected from harm. Staff know the referral procedures to follow if they were to have concerns about children's welfare or a colleague's conduct.

## What does the setting need to do to improve?

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

- develop further the skills and knowledge of staff in planning and implementing activities that focus precisely on children's individual learning needs
- strengthen the coaching and feedback given to staff around their interactions with children, to raise children's communication and language development
- support staff in making their expectations of children's behaviour clear and applying these consistently.

## Setting details

<b>Unique reference number</b>	2518004
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10194543
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Humpty Dumpty's Nursery (Darwen) Ltd
<b>Registered person unique reference number</b>	RP545191
<b>Telephone number</b>	07565651971
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Humpty Dumpty's Nursery registered in 2019. It is situated in Bolton. The nursery employs three members of staff. Of these, all hold early years qualifications at level 2 or above. The nursery opens Monday to Friday, 7.30am to 6pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, parents, and children at appropriate times during the inspection.
- A joint observation was carried out by the inspector and the manager.

We carried out this inspection 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.

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