

# Inspection of Humpty Dumpty's

24 Firthland Road, Pickering, North Yorkshire YO18 8BZ

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Inspection date: 5 April 2022

| <b>Overall effectiveness</b> | <b>Inadequate</b> |
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| The quality of education                     | <b>Inadequate</b> |
| Behaviour and attitudes                      | <b>Inadequate</b> |
| Personal development                         | <b>Inadequate</b> |
| Leadership and management                    | <b>Inadequate</b> |
| Overall effectiveness at previous inspection | Good              |

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

### The provision is inadequate

Children are at potential risk of harm in the nursery. There are several breaches of the safeguarding and welfare requirements. For example, staff do not identify potential signs of abuse and neglect. This has an impact on how swiftly they refer concerns to appropriate agencies. Although the manager provides staff with a policy for safeguarding children, the information does not meet the requirements of the early years foundation stage and is inaccurate. In addition, the manager does not follow the nursery's procedures to recruit new staff safely. For instance, some staff do not have references and have not completed health information. Staff do not have opportunities to develop their skills or have time to talk to managers through effective supervision meetings. Furthermore, the manager has failed to ensure that at least one member of staff has an appropriate paediatric first-aid qualification. Parts of the premises are not suitable or hygienic. For instance, older children are put into high chairs and staff struggle to get them out. The dining area and toilet facilities are dirty and unkempt.

Despite this, children arrive happy at the nursery and are keen to attend. Staff are aware of the types of activities children like. For example, older children wash toy cars in a plastic tray and chatter to each other as they play. Although children show enjoyment as they take part, there is no focus on what they need to learn to build secure foundations for future learning. Staff who work with babies know how to meet their care needs. Babies begin to build relationships with their key person. However, the key-person system is not effective for all children. For instance, children with special educational needs and/or disabilities (SEND) are not supported effectively in the nursery. Some staff encourage children's positive behaviour and praise children when they use good manners. However, this is not consistent across the staff team and expectations are unclear for children.

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

- The manager does not have enough knowledge of the statutory requirements of the early years foundation stage. This has led to several breaches across the learning and development and safeguarding and welfare requirements. The weaknesses have a significant impact on children's learning, safety and well-being. Therefore, Ofsted has taken enforcement action.
- Children's safety is compromised. For example, children over the age of three years sit in high chairs that are only suitable for young children up to three years of age. Staff struggle to get children out of the high chairs because they are too big and their feet are stuck. This could cause injury to children.
- The arrangements for staff's supervision are weak. Staff do not have opportunities to develop their skills. This includes those who work in specialist key-person roles, such as the special educational needs and disabilities

coordinator. This has a negative impact on staff's ability to provide tailored learning experiences for all children. For example, staff do not have a targeted plan to minimise gaps in children's learning.

- Hygiene in the nursery is extremely poor, specifically for children over two years of age. For example, the dining room where children eat is dirty and unkempt. There is dried food and debris on high chairs, chairs, tables and the walls. The nappy changing facilities are unhygienic and the toilet facilities for older children are not fit for purpose. For example, one toilet has no door handle and the other has a broken seat.
- In contrast to this, staff do encourage children to wash their hands before they eat lunch and snacks. Children enjoy the healthy meals and fresh fruit for snack. Children have plenty of opportunity for fresh air and enjoy developing their physical skills in the garden. However, there are no other facilities for children to access fresh drinking water throughout the day, other than at prescribed snack times and lunch times.
- Staff do not consistently support children to deal with their emotions and feelings. For example, some children disagree over resources and staff suggest that they just ignore this as they are 'not in a good mood'. This does not help children learn how to deal with conflict. Other staff encourage children to be kind to each other and they explain the consequences of throwing resources.
- The manager does not have a clear vision for the curriculum, and staff are unsure of what they want children to learn. For example, staff who work with young children do not focus on developing young children's language skills as they explore dough. Activities lack purpose and do not build on children's existing knowledge or skills. For example, staff try to teach toddlers about colour mixing before the children recognise simple basic colours or understand the language being used.
- Older children are not supported to develop the skills they need to start school. This is because staff do not focus on providing them with secure foundations. For example, some children struggle with speech and language, but staff do not focus on this to help them communicate more effectively. Other children need help to hold a pen effectively. However, staff model incorrect letter sounds and focus on the literacy aspect, as opposed to developing children's small physical skills first.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager has failed to provide staff with clear information on how to identify, record and report concerns about children's welfare. This has an impact on their ability to recognise signs of potential abuse and they lack understanding of the correct procedures to follow. Although the manager has a written procedure for staff recruitment, this has not been followed and she is unaware of the suitability of some staff who work directly with children. For instance, several members of newly recruited staff do not have references, experience of working with children or any childcare qualifications. In addition, the manager has not obtained

information about staff's health or any medication they take. Staff have not attended an appropriate first aid training course. This means there is nobody at the nursery to deal with medical emergencies swiftly. This has a significant impact on children's safety.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

|  | Due date   |
|--|------------|
| develop the safeguarding policy so it is in line with the local safeguarding partnership guidance and meets the statutory requirements of the early years foundation stage     | 25/04/2022 |
| develop staff's understanding of the potential signs of abuse and ensure they know how to report their concerns swiftly  | 25/04/2022 |
| implement procedures to recruit new staff safely and ensure they are suitable to fulfil their role, specifically unqualified and inexperienced staff                           | 25/04/2022 |
| provide staff with regular and effective supervision meetings which help to identify training needs and areas of support, specifically in regard to their emotional well-being | 25/04/2022 |
| ensure that at least one member of staff has attended an appropriate paediatric first-aid training course  | 25/04/2022 |
| provide children with access to fresh drinking water and ensure this is available at all times   | 25/04/2022 |
| ensure that the strategies to support children's behaviour are consistent and help children to build on their personal, social and emotional skills                            | 25/04/2022 |

|   |            |
|---|------------|
| comply with health and safety legislation for equipment used by children and ensure that hygiene requirements are met so areas are fit for purpose. This is in particular regard to the dining area for older children and the use of high chairs | 25/04/2022 |
| ensure toilet and changing facilities are clean, hygienic and suitable for children to use.   | 25/04/2022 |

**To meet the requirements of the early years foundation stage, the provider must:**

|  | <b>Due date</b> |
|--|-----------------|
| establish a clear, sequenced curriculum for children and provide experiences that are purposeful and challenging   | 25/05/2022      |
| develop staff's understanding of how to promote young children's development in the prime areas of learning, to build secure foundations for the future and ensure children are ready for the next stages in their development | 25/05/2022      |
| provide children with a key person who can tailor learning experiences to meet their individual learning needs, including children with SEND.  | 25/04/2022      |

## Setting details

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| <b>Unique reference number</b>                     | EY250640  |
| <b>Local authority</b>                             | North Yorkshire   |
| <b>Inspection number</b>                           | 10232579  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary 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>                      | 25  |
| <b>Number of children on roll</b>                  | 40  |
| <b>Name of registered person</b>                   | Claire Thornhill and Rachel Gallagher Partnership                                 |
| <b>Registered person unique reference number</b>   | RP905169  |
| <b>Telephone number</b>                            | 01751 476728  |
| <b>Date of previous inspection</b>                 | 29 May 2018   |

## Information about this early years setting

Humpty Dumpty's registered in 2003. The setting employs 12 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. In addition, the manager has a relevant level 5 qualification. 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. Children with SEND attend.

## Information about this inspection

### Inspector

Michelle Lorains

## 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 her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and the inspector, outdoors during experiences for babies and older children.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and the nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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