

# Inspection of Humpty Dumpty Day Nursery Pre School - Yoxall

Woodhouse Farm, Woodhouses, Yoxall, Burton-on-Trent, Staffordshire DE13 8NR

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Inspection date: 21 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children and parents receive a warm welcome into the nursery. Children happily separate from their parents and quickly settle into the daily routines. Children build strong bonds with their key person and staff, which helps children to feel safe and secure. They receive cuddles and reassurance when needed from the caring staff. Children become deeply engaged in their chosen play. They make independent choices from the range of interesting and fun resources. Children learn through an effective balance of adult-led activities and child-initiated play. Children, including those with special educational needs and/or disabilities make good progress from their starting points.

Children have wonderful opportunities to enjoy fresh air and exercise. They have lots of fun and show their delight when running around the field, demonstrating good control and spatial awareness. Older babies and toddlers confidently climb steps and excitedly whoosh down the slide. Staff give children an abundance of encouragement and praise for their achievements. As a result, children gain confidence and positive self-esteem. Staff support children to develop their independence. Babies are supported to feed themselves and older children pour their own drinks at mealtimes. Staff encourage children to work together to tidy up at the end of a play session.

Children take part in weekly forest school sessions and develop a curiosity for the natural world. They enjoy helping staff to plant fruit and vegetables in the planting area, such as strawberries and broccoli. Children fill watering cans and water the plants, learning how things grow and where food comes from.

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

- The management team and the newly appointed manager have a strong vision for the future of the setting. The manager values her staff and ensures their well-being. They have regular staff meetings and opportunities to share their views and opinions on how to further improve the service they provide and the experiences for children.
- The manager monitors the quality of teaching and promotes staff's professional development. However, the support and coaching she provides are not yet as focused and highly effective as possible to consistently achieve the highest standards of learning across the setting.
- The special educational needs coordinator and the manager work well with parents and other professionals to ensure children receive targeted support. The manager recognises the impact of COVID-19 on children and has implemented strategies that have a positive impact on children's well-being and continued progress.

- Partnerships with parents are strong. The manager and staff communicate daily with parents both verbally and via an online learning journey. They regularly share photographs of children's achievements and information about their child's learning and development. Parents speak very highly of the nursery. They say their children are well cared for and they love the opportunities they have to play and explore outside.
- Staff have high expectations for children's behaviour. They sensitively teach children how to manage their emotions and feelings. Staff use conversations and age-appropriate resources, such as a book about a monster who explores emotions through colour.
- Staff teach children about cultures that are different from their own. Children learn about festivals, such as Chinese New Year and Easter. However, there is scope to give children richer learning experiences to further enhance their understanding of the diverse world in which they live.
- Children enjoy sensory play. For example, they are excited to explore and investigate the texture of shaving foam. Babies show their delight as staff gently throw shredded tissue paper into the air and giggle as the tissue lands on them. They develop their gross-motor skills while learning to scoop and pour sand when making sandcastles.
- Staff are attentive and nurturing. They model and repeat words, sing popular nursery rhymes and read stories to promote their development. Children have opportunities to be creative and take part in activities to develop the small muscles in their hands in preparation for future writing. Staff offer a narrative as children play. They weave in some additional learning, such as counting and positional language, such as 'under' and 'down'.
- The management team and manager establish links with staff from the local primary schools. They invite teachers into the setting to meet those children who are due to start school, which aids smooth transitions in children's future learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities to keep children safe. They have up-to-date knowledge of the signs and symptoms that may indicate a child at risk of harm. Staff have a good awareness of other child protection issues, such as radicalisation. Staff carry out daily risk assessments of all areas used by the children and are qualified in paediatric first aid to ensure the safety of children. The manager and staff are confident with the setting's policies and procedures in relation to making referrals, dealing with allegations and whistle-blowing. The nursery uses a safe recruitment procedure to check the suitability of new staff and the ongoing suitability of existing staff.

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

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

- strengthen evaluation and monitoring of staff practice to provide staff with more intently focused support to further extend on their already good knowledge, skills and teaching practice
- support children to develop a deeper understanding of cultures that are different from their own and the diverse world in which they live.

## Setting details

<b>Unique reference number</b>	218442
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116413
<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>	77
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Humpty Dumpty Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP910038
<b>Telephone number</b>	01543 473195
<b>Date of previous inspection</b>	11 January 2016

## Information about this early years setting

Humpty Dumpty Day Nursery was registered in 1993. The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2, or above, including one with early years professional status and two with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## 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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector, the manager and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

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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