

# Inspection of Humpties@stthomas's

St. Thomas Church, St Thomas Close, Aldridge, Walsall, Staffordshire WS9 8SL

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Inspection date: 19 May 2022

<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 enthusiastic and independent learners. For example, they become thoroughly absorbed in their play in the forest school area. Children make their own concoctions with water, bark, soil and leaves. They observe the shadows of their hands on the paper and trace around them. Staff and children play hide and seek together. Children squeal with delight when they are found hiding in the trees.

The outdoor learning environment provides children with exciting opportunities to explore and experience physical challenge. For example, children climb up the steps of the climbing frame and zoom down the slide. They clamber onto the tyre swing and race around on the balance bicycles. Children lift, manoeuvre and crawl on the plastic crates. They are confident and behave well.

Children enjoy moulding the dough and attempting different actions, such as rolling, poking and patting. They learn about the Union Jack flag and have a go at painting it. During such activities, children thoughtfully answer questions and learn about the colours and shapes they can see. With help from staff, older children begin to learn to identify the initial sounds in words.

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

- A knowledgeable and enthusiastic management team leads the pre-school. They analyse and reflect on the progress of individual and specific groups of children to compare achievements across the setting. This makes sure that the curriculum meets each child's needs and covers all the relevant areas of learning.
- Staff have a good understanding of how children learn and use a range of effective teaching strategies to support children's development. They provide children with a variety of resources that positively reflect the diversity of people within our society.
- The special educational needs coordinator has a firm understanding of how to identify and support children with special educational needs and/or disabilities (SEND). She regularly liaises with the local authority advisers and other external agencies to coordinate additional support for children with SEND. This includes making sure that there are plans in place to ensure children successfully move to school. This helps to ensure children with SEND make the best possible progress.
- The management team makes sure that staff receive regular individual support meetings where they can discuss any concerns and their well-being. They ensure that each member of staff's practice is monitored and any training needs are identified and planned for. This helps to make sure that staff are happy in

their work and improve the knowledge and skills they need to teach children effectively. Some staff have completed a virtual online forest school training session. This has provided them with the knowledge and plenty of enthusiasm to promote children's learning in a woodland environment.

- The management team liaises with the local authority advisers. This, along with welcoming any suggestions from parents and staff, helps them to improve the overall quality of the pre-school. They use this information to reflect on their practice and improve the overall quality of the setting. For example, the management team has overhauled the outdoor learning environment so that it offers children further opportunities to connect with the natural world.
- Staff develop strong relationships with children. They recognise the importance of giving children cuddles, offering reassurance and praise as they play alongside them. Staff have high expectations for the children and encourage them to follow the rules. They support children's health and provide them with nutritious snacks.
- Some parents comment on how much they value the secure online learning journal. This, along with daily chats, helps to keep parents informed about their child's experiences and development. However, the management team does not make sure that all parents are provided with as much information as possible about the plans for their child's future learning.
- Staff make sure that circle time provides children with regular opportunities to build their social, communication, literacy and mathematical skills. However, some staff are not fully effective in promoting children's listening skills during group times.

## Safeguarding

The arrangements for safeguarding are effective.

The management team follows rigorous recruitment procedures to ensure staff caring for children are suitable. Staff have attended safeguarding training. They have a thorough knowledge of safeguarding issues and understand how to refer any concerns they may have about children. The designated safeguarding lead has undertaken Early Help training. She knows how to identify, and respond to, families who would benefit from additional help to keep their child healthy and safe. Staff thoroughly check all indoor and outdoor areas to identify and minimise any possible risks to children. They fully understand how to promote and practise good infection prevention and control procedures.

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

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

- increase the information provided to parents about how they can support their child's learning at home so that children make the best possible progress

- reflect on the organisation of group times so that children's listening skills are promoted to the highest possible level.

## Setting details

<b>Unique reference number</b>	2496792
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10194365
<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>	2 to 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Humpty Dumpty Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP910038
<b>Telephone number</b>	01922 745106
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Humpties@stthomas's registered in 2018. It is one of 10 settings managed by Humpty Dumpty Day Nurseries Ltd. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one at level 6 and another at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with SEND.

## Information about this inspection

**Inspector**  
Linda Yates

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector and two of the management team completed a learning walk across all the areas of the pre-school to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents through the written feedback provided and conversations she held with them. She also held conversations with children.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.

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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