

Inspection of Humpty Dumpty Day Nursery and Pre-School -Lichfield

Trent Valley Road, Lichfield, Staffordshire WS13 6HB

Inspection date: 23 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are really happy attending and demonstrate they feel safe. Staff effectively support children to settle when they first start. They also help children adjust to moving between the nursery rooms and on to school when the time comes. The nursery is highly inclusive. Managers work closely with the local authority and those in the community to ensure their places are offered to all those who require them. Children's prior experiences, diverse home lives and cultures are promoted and celebrated. This fosters children's emotional well-being.

Staff provide a calm, relaxed and positive atmosphere for children while they play. Children respond well to staff throughout and follow the nursery routines when instructed. They behave well. Staff establish positive relationships and bonds with all children. Babies giggle with lots of excitement as they play hide and seek. Staff encourage children to play with their peers throughout the day. Children develop good social skills, including being kind to others and learning to share and take turns.

The environment is inviting and stimulating, and broad activities are provided. Children demonstrate positive attitudes towards their play and learning. They eagerly select the resources they want to play with, both indoors and outside. Staff are on hand to facilitate children's learning as they play. They provide children with space to explore freely, help to persist with their ideas and time to think when they ask them questions. Babies enjoy cause and effect as they bang objects together. They smile and laugh as they make different sounds. Toddlers enjoy building with construction bricks as they tell staff they are building a tower. Staff help children test out the concept of floating and sinking with items in water. Pre-school children delight in enthusiastic and imaginative play in the forest school provision. All children make good progress in relation to their starting points.

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

- Managers are ambitious and passionate. Since the last inspection, they have developed more effective systems to gain good oversight of the nursery provision. Consequently, the quality has drastically improved. This has a really positive impact on children's learning, care needs and well-being.
- Managers have a good overview of the curriculum provided. The nursery has a clear educational approach. This follows a progression model throughout the nursery. Staff know children well and provide activities that support their learning needs. As a result, all children have opportunity to extend and build on what they know and can do. This ensures they make continually good progress.
- Staff interact positively with children and promote communication skills throughout. Babies enjoy staff talking to them at their level and using simple

language to narrate their play. Toddlers enjoy listening to environmental sounds and experimenting with musical instruments. Pre-school children learn about the sounds letters make as they play matching games in small groups. However, there is room to strengthen the literacy curriculum. Staff read to children routinely but do not always make the best use of stories and books. This means that, on occasions, children's reading experiences are not fully purposeful or meaningful.

- Children with special educational needs and/or disabilities (SEND) benefit from good-quality support. The nursery special educational needs coordinator is knowledgeable in her role and knows children with SEND well. She understands early identification and targeted support is key to helping them catch up. She works closely with key staff, parents and varied professionals. This helps these children make very good progress.
- Managers have improved the strategies in place to support staff. They benefit from frequent management observations and reflections on their teaching practice. They also receive effective supervisions and training targeted towards continually enhancing their performance. However, the use of some of these strategies is still in its infancy. There is scope for leaders and managers to make further use of them to help embed the excellent education for all children across the nursery.
- The key-person system is embedded. Children are well cared for throughout. Babies' and toddlers' care needs are sensitively met. Pre-school children learn to manage their own self-care needs. Staff teach them about the importance of taking responsibility for their own health and well-being. This helps them to prepare for life at school. However, there is scope to review the organisation of transition periods between care routines. Staff do not always make the best use of these times to maximise children's learning opportunities.
- Partnerships with parents are good. Parents speak highly of the nursery and share how their children love to attend. Staff ensure that parents are kept up to date about their children's progress. They keenly share strategies and activities that parents can use to further their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, managers have taken swift action to improve the safeguarding culture within the nursery. Managers and staff have all taken part in safeguarding refreshers, various forms of child protection training and scenario-based quizzes. They fully understand how to recognise and report concerns. They appreciate the importance of acting swiftly to protect children from harm. The premises is secure, and the environment is safe. Risk assessment practice is effective. All potential hazards are identified and removed. The provision is clean and hygiene routines are well maintained throughout. Managers ensure staffing levels are good each day and that those present are effectively deployed. This helps to keep children safe and ensure their welfare needs are met.

What does the setting need to do to improve?

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

- strengthen the literacy curriculum, particularly staff's use of stories and books to make children's reading experiences more purposeful and meaningful
- review the organisation of transition periods between care routines and make better use of staff during these times to maximise children's learning opportunities
- make even more successful use of the strategies in place to further staff's teaching skills to help embed the highest quality education for all children across the nursery.

Setting details

Unique reference number	EY434118
Local authority	Staffordshire
Inspection number	10221934
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	210
Number of children on roll	268
Name of registered person	Humpty Dumpty Day Nurseries Ltd
Registered person unique reference number	RP910038
Telephone number	01543416002
Date of previous inspection	5 January 2022

Information about this early years setting

Humpty Dumpty Day Nursery and Pre-School - Lichfield registered in 2012. The nursery is located in Lichfield. The nursery employs 58 members of childcare staff. Of these, 34 hold relevant early years qualifications between level 2 and level 6. There are two early years teachers and seven staff members with qualified teacher status. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for one week at Christmas and national bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Josephine Heath
Louise Chinyuku

Inspection activities

- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke with the management team about the leadership and management of the setting.
- The inspectors interacted with children and talked to staff at appropriate times during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents and/or carers during the inspection and also took account of their views via the written testimonies provided.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of 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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