

# Inspection of YMCA Humpty Dumpty Nursery

Kingsbury Green Academy, White Horse Way, Calne SN11 8YH

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Inspection date: 18 October 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 flourish in this small and caring nursery. They come in enthusiastically and are greeted warmly by staff. Children form strong bonds with staff, who are sensitive to children's needs. For example, babies sleep and eat when they need to, following home routines. Children feel safe, become confident and highly independent. For example, with gentle encouragement, babies crawl off to explore the garden. Children feel valued because staff listen to them and follow their ideas, such as playing with the parachute. Staff and children celebrate each other's achievements, such as when a child demonstrates proudly to their friends how they have learnt to ride a bike. Children enjoy doing things for themselves. A child is delighted when they finally manage the challenging task of pulling on waterproof trousers.

Children are absorbed in their play, because activities are challenging and follow their current fascinations. Children choose what to play with and whether to go outside. They can readily find what they need because staff organise the environment to encourage children's independence. For example, children collect pieces of wood and crates to build with. They play cooperatively, deciding together what they will make. Children behave very well. They learn to share and take turns, and to be aware of how their actions make others feel. They make friends and are kind; for example, a child hugs a baby who comes to play in the garden.

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

- The manager demonstrates a strong commitment to providing high-quality care and learning for children. She leads an enthusiastic and well-qualified staff team, who are confident to suggest new ways of working, share good practice and ask for help when needed. The manager values their contributions and supports their continuing professional development.
- Staff support children's communication and speech development well. They use simple signing and picture cards to help children communicate. Staff respond warmly to babies' babbles and gestures. Staff have received training to support children's speech and social skills. Children benefit from the staff's skilful teaching in small-group activities.
- Children use three playrooms, plus a spacious garden and garden room. These all contain interesting and age-appropriate resources. However, the acoustics of the 3-4 year old playroom creates a noisy environment, which at times makes it difficult for adults and children to hear each other. There are few enclosed or cosy spaces in this room to encourage children to talk together.
- Parents speak highly of the nursery. One parent says 'our child has thrived here. There is so much care as well as learning.' They comment on 'the real sense of community.' Staff involve parents fully in their children's learning. They routinely

share information about children's progress and seek parents' input on children's current interests and development. Parents and staff build strong and trusting relationships.

- Staff monitor children's development accurately. They promptly identify children at risk of falling behind. Staff support these children and those with special educational needs and/or disabilities well. They work closely with parents and other professionals to ensure these children receive the help they need to achieve as well as they can.
- Children spend a great deal of time outdoors, which especially benefits those children who learn best outside. Staff promote all areas of children's development through outdoor play. Children become strong and agile climbers. They have fun, learn to follow rules and practise counting with a game of 'What's the time Mr Wolf.' They become deeply engrossed in challenging activities, such as hammering nails into pumpkins. They eagerly pick raspberries and tomatoes for their snack.
- Children gain a growing understanding of the world around them. They begin to recognise and value differences between themselves and others. They visit their local community, for instance to buy cooking ingredients. They learn about their own and other cultures, for example by visiting the church to celebrate Remembrance Day. Afghan and Chinese parents have come in to cook with the children.
- Singing and stories form an important part of each day. Babies enjoy looking at picture books and learning unfamiliar words. Children use props and excitedly play their part in retelling familiar stories. Children develop a love of books, and this helps them build extensive vocabulary.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team have a clear understanding of their role and responsibilities to keep children safe. They make sure that staff know how to recognise children who may be at risk of harm, and they know how to record and report their concerns. The manager works closely parents and other professionals to ensure that families and children receive the support they need. Staff supervise children closely, both inside and outdoors. They continually assess spaces and activities for potential risks and act to minimise these. Staff teach children to assess and manage small risks themselves, such as learning how to safely use the climbing equipment or a hammer and nails.

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

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

- to better support children's language development, minimise background noise

in the pre-school room and create spaces, which encourage children to communicate and play quietly if they wish.

## Setting details

<b>Unique reference number</b>	2594607
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10249202
<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>	36
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	YMCA Brunel Group
<b>Registered person unique reference number</b>	2594616
<b>Telephone number</b>	01249 822545
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The nursery registered in 2020. It operates from premises within the grounds of Kingsbury Green Academy, in Calne, Wiltshire. The nursery is open each weekday, from 8am to 5.30pm, all year round, except for when it closes over Christmas and the New Year. The nursery employs six members of staff, who all hold appropriate early years qualifications at level 3. Funded early years education is provided for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachel Edwards

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk across all areas of the nursery, to understand how the early years provision and the curriculum are organised.
- The manager and inspector jointly observed a planned activity.
- The inspector spoke with staff, children, and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents, including evidence of staff suitability and training, and children's records.
- The inspector met with the manager and the director of children's services for the YMCA to discuss the management of 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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