

# Inspection of Humpty Dumpty Day Nursery

Bilton Infant School, Magnet Lane, Rugby, Warwickshire CV22 7NH

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Inspection date: 6 December 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy coming into the nursery and settle with ease. They engage in a wide range of activities that support their independence. There are clear and consistent messages about behavioural expectations. Children play well together and show respect to their friends. They understand how to interact with their peers and build strong friendships. Staff support children to take turns and always use good manners.

All children engage well in their learning. They are confident to remember previous learning. For instance, they excitedly talk about the herbs they grew in the summer. The children remember that plants require water and the sun to grow. As they observe the bugs and insects in the 'bug hotel' they recognise and name 'worms' and 'woodlouse.' They also understand that some animals go to sleep over the winter.

Staff provide support for children to take measured risks in their play. They also teach children the importance of staying safe as they do so. For example, children peel root vegetables using scrapers and peelers. Staff discuss with them how to hold the vegetable and then support children to hold the carrot or potato as they peel. Children are continually praised for their achievements.

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

- Parents are made very welcome at the nursery. They speak highly of the quality of care and education on offer. For example, they describe the staff as 'genuinely caring'. They receive regular updates on their child's progress. For example, they enjoy regular feedback from their child's key person. The nursery provides regular updates about safeguarding and policy changes in newsletters.
- The staff team work really well together. They talk with enthusiasm about the support they provide each other. The manager recognises the importance of training opportunities. However, staff supervisions are not always used to identify future training needs or to support staff's ongoing practice further.
- There is a strong focus on developing children's language. Staff use simple sign language so that all children understand and join in. Children listen to group stories and sing rhymes and songs. There is also the opportunity to enjoy books in quiet areas and spend time sharing stories. Children play memory games, which also help to develop listening and attention skills.
- The learning environment, both indoors and outdoors, supports children's physical development. Outside, children confidently ride bicycles and tricycles and show good control and balance. Indoors, the writing station is used by children to draw pictures and develop manipulation and control. Children develop small-muscle skills as they use scissors to cut tape and wrap presents.

They are also confident as they use glue spreaders when they make a Christmas wreath.

- The nursery provides excellent support for children with special educational needs and/or disabilities (SEND). Experienced staff identify children with SEND promptly. They work in partnership with other professionals, such as speech and language therapists, who help put the correct support in place. The manager ensures the curriculum on offer is fully inclusive to all the children who attend.
- Staff are caring and nurture children. The strong key-person system means children develop secure attachments. The staff team provide children with the confidence to explore and investigate the learning environment. Staff and children enjoy social times together as adults sit and eat their lunch with children.
- The nursery encourages children to use number and mathematical language during their play. For example, staff challenge each child to recognise their shoe size as they get ready to go outside. Children work together to sort and count objects to match a given number. They also explore and compare quantities when filling buckets of sand in a large sandpit.
- Staff talk to the children about the importance of a healthy diet and why their teeth need to stay strong. For example, they explain that if you eat a 'crunchy' apple, it keeps your teeth strong. Children also have access to fresh drinking water throughout the day. Staff support children well to develop good hygiene practices. Staff explain the need to wash hands and wipe runny noses.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery premises are safe, with any visitors monitored before signing in. There are robust policies and procedures in place that keep children safe. All staff are confident in recognising the signs of abuse. The manager ensures staff receive regular safeguarding training. This keeps their knowledge up to date. Staff are knowledgeable about the procedures for reporting any concerns about a child. The manager monitors children's attendance for any changes that might cause concern. There are thorough recruitment and induction procedures. Children are encouraged to take safe risks, with staff close by to support children where required.

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

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

- embed the monitoring systems for staff development to strengthen the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	200629
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10233564
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Humpty Dumpty Nursery Ltd
<b>Registered person unique reference number</b>	RP535206
<b>Telephone number</b>	01788 521038
<b>Date of previous inspection</b>	8 February 2017

## Information about this early years setting

Humpty Dumpty Day Nursery registered in 1992. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Walton

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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