

Inspection of Humpties@StMichael's

St. Michaels C of E Primary School, Sturgeons Hill, LICHFIELD, Staffordshire WS14 9AW

Inspection date: 15 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children do not make the progress they are capable of because staff do not match teaching to children's individual needs. Staff do not always think carefully about what they want the children to learn as they access activities. Nevertheless, children are confident and demonstrate appropriate independence when playing on their own or with others. For example, children use scissors correctly and enjoy cutting and wrapping presents in the Christmas workshop. They talk excitedly about what they are wrapping and show their efforts off to the adults present. Staff praise children appropriately.

Children explore their environment, both outdoors and indoors, as they choose where and what to play. Children happily discuss their interests with staff as they play and engage in conversation with them. However, children spend limited amounts of time at an activity before they quickly move on. For example, children sit and play with small-world figures before quickly moving on to sharing a story. Activities are not carefully matched to individual learning needs.

Children spend extended periods in large-group activities. Staff are not always clear about what they want children to learn during these activities. They do not target support or teaching on what children need to learn next. As a result, not all children are making adequate progress in their learning. Nevertheless, children are generally happy and cared for. There are secure relationships between staff and children. Children settle quickly and generally behave appropriately.

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

- The curriculum covers all areas of learning. However, not all staff use assessment information well enough to identify and plan what children need to learn next. They do not take into account the individual needs of the children. This means that children do not make the progress in their learning and development that they are capable of. Staff plan activities based on children's own interests, which cover all areas of learning and development. However, they do not always think carefully about what they want individual children to learn as they access the activities.
- The manager does not ensure that her induction processes support new staff to understand the individual learning and developmental needs of all children, particularly those children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. As a result, staff are not able to provide effective targeted support for those children who need it.
- Staff say that they feel valued and their well-being is a priority. The manager provides some support and supervision. However, this is not fully effective in raising the quality of teaching to a consistently good level. Staff can access and

request training they feel they need. However, staff do not always use what they learn to develop their teaching. For example, staff speak about strategies to help children to communicate, such as using visual signs. However, staff do not implement these strategies.

- Each child is allocated a key person who has a suitable and secure relationship with the child and their parents. Staff respond swiftly to children when they feel unwell or are in need of reassurance. Staff gather information from parents when children join the setting and tailor settling-in sessions to meet the needs of each individual child. This approach is successful in supporting children's well-being. The setting liaises with the on-site school well to ensure a smooth transition, when the time comes.
- Staff provide opportunities for children to learn how to live healthy lifestyles. Staff ensure children are given balanced meals throughout the day. Staff also have some discussion with the children about what their bodies need. Children enjoy getting physical outside as they run around and play games.
- Staff celebrate some different events throughout the year. They use these to teach the children about themselves and others. Consequently, children are respectful towards each other.
- Parents comment that their children are settled and they enjoy coming to the nursery. Parents feel they get information about what their children do while at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend training for safeguarding to make sure they know current procedures for keeping children safe. They know the possible signs that may mean a child is at risk of harm. They know the procedures to follow to report a concern regarding a child's well-being. Staff also know what to do if there are allegations about a member of staff or the manager. Regular risk assessments of the premises are carried out to ensure that they are safe and secure. Suitable recruitment procedures are in place to ensure that all people working with children are deemed suitable to do so. In addition, staff carry out mandatory training, such as first-aid training.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support staff to use assessment information to identify and plan for what children need to learn next	03/02/2023

provide staff with appropriate support, training and supervision to raise the quality of teaching to at least a good level	03/02/2023
ensure children who may have additional needs, including those who speak English as an additional language, receive the targeted support and teaching to help them make the progress they are capable of.	03/02/2023

Setting details

Unique reference number	218296
Local authority	Staffordshire
Inspection number	10233572
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	3 to 11
Total number of places	120
Number of children on roll	221
Name of registered person	Humpty Dumpty Day Nurseries Ltd
Registered person unique reference number	RP910038
Telephone number	07712 001812
Date of previous inspection	28 March 2017

Information about this early years setting

Humpties@StMichael's was registered in 1997. It is open all year round, Monday to Friday, from 7.30am to 6:00pm. The pre-school is a 24-place setting, having sole use of a room and outdoor area on the school site. The nursery receives funding for the provision of free early education for children aged three and four years. The setting also runs a before- and after-school club, and operates the 90-place club from the school hall, which is separate from the pre-school. The setting employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspectors

Alexandra Beardmore
Trisha Turney

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 talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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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