

# Inspection of Humpty Dumpty's

24 Firthland Road, Pickering, North Yorkshire YO18 8BZ

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Inspection date:

1 March 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision requires improvement

Children quickly settle at nursery. Staff create a warm, welcoming environment for children and parents. Children who arrive a little unsettled are soon comforted, and they enjoy their time there. Parents are pleased with the support for their children. Staff focus on children's happiness and their friendships. For example, at group time, children confidently join in with the 'Hello' song, naming their friends in turn. They say proudly, 'That's my friend,' as they sing the names. Because they are secure in their relationships, children usually behave very well.

Children busy themselves at the range of activities and learning experiences provided. For example, babies pull themselves up to the play tray. They explore the paint and shaving foam. Older children are motivated to join in with a play dough activity. They create several versions of a 'Gruffalo' or a mouse, to link with a book that they know well. However, inconsistencies in the quality of teaching mean that children's experience and progress are variable.

Leaders have worked hard to make improvements since the last inspection. Staff are now much more confident in health and safeguarding procedures. They have also begun to improve their curriculum planning. Importantly, leaders acknowledge the work that is still needed.

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

- Leaders have not identified and addressed all weaknesses in practice and provision. Monitoring systems are not yet sufficiently robust. This means that the quality of teaching is variable. For example, sometimes staff introduce rich language to talk about children's play dough models, for example saying 'purple prickles all over his back'. However, some resort to closed questions such as, 'What is it,' and sometimes use baby talk such as 'doggy' or 'ta'.
- Leaders have created a curriculum which is generally appropriate for the age groups of children. However, some plans lack detail and are not effectively shared with staff. For example, the curriculum focus for the pre-school children is intended to develop their independence. While some children independently go to put their pictures in their trays to take home and manage their personal hygiene, staff do not always carry the learning intention through. For example, they collect children's coats for them and put them on. Staff set the table for lunch and pour the children's drinks. Staff interaction and regular routines do not always support the curriculum.
- The lack of detail is also reflected in the support for children's language development. For example, staff know which children need a little more support with their language. However, they are not always aware of which particular songs, sounds or activities might help them the most. That said, most children

join in with songs and rhymes that support their early language appropriately. The babies join in with repeated phrases and laugh as they clap their hands. Leaders work with specialist services so that children with diagnosed special educational needs and/or disabilities are supported appropriately.

- Children begin to enjoy books and stories. Babies snuggle happily with the familiar staff to share a story. They enjoy how the pages of the board books move as well as the colours and pictures. Older children know the daily focus books well.
- On the whole, children are very well behaved. They respond well to the praise and encouragement for sharing and taking turns. They are motivated and concentrate at their play. At group times, older children wait for their turn to talk about how they are feeling. However, some routines are not well planned. This means that younger children become unsettled when they have to sit too long at group time or when lunch is not ready on time.
- Children's health is effectively supported. They thoroughly enjoy being active outdoors in the fresh air. They develop their strength and balance as they ride the wheeled toys and run around the space. Babies work up a healthy appetite as they play with the sand and water outdoors.
- Children benefit from the healthy, home-cooked meals and snacks. The babies relish their lunch and use their spoons well. Staff follow good hygiene routines for nappy changing. Older children learn to wash their hands before eating and after using the toilet.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have sufficient knowledge of safeguarding and child protection issues appropriate to their level of responsibility. They know how to contact the local authority if they are worried about a child's welfare. Leaders are confident in using their increasing knowledge and skill to put the procedures into practice to safeguard children. Recruitment procedures are robust, and the arrangements for paediatric first aid are good. The premises are safe and secure, so children can play safely. Children are learning about their own safety because staff remind them to ride the scooters and bikes carefully.

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

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

	<b>Due date</b>
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implement robust monitoring of all aspects of the nursery provision so this forms part of the ongoing support and supervision for staff to ensure that the quality of teaching and learning is consistently of a good standard.	30/06/2023
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**To further improve the quality of the early years provision, the provider should:**

- review regular routines to maximise children's independence and further support their good behaviour
- be more precise in planning for children's intended learning so that this can be effectively shared with staff and parents, particularly for children who need additional support with their language.

## Setting details

<b>Unique reference number</b>	EY250640
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10239081
<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>	0 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Claire Thornhill and Rachel Gallagher Partnership
<b>Registered person unique reference number</b>	RP905169
<b>Telephone number</b>	01751 476728
<b>Date of previous inspection</b>	15 September 2022

## Information about this early years setting

Humpty Dumpty's registered in 2003. The setting employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. In addition, the manager has a relevant level 5 qualification. The setting opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The setting provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Edmond

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the nursery and has taken that into account in their evaluation of the provider.
- The inspector observed children taking part in a range of activities, indoors and outdoors, and discussed their learning with staff.
- The inspector spoke with parents, staff, children and a visiting speech and language therapist during the inspection. Their views were taken into account.
- The manager and staff 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 observed a group activity led by the manager and an outdoor activity with the deputy manager. This was discussed with them to evaluate the support for the quality of teaching.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.

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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