

Inspection of Humpties@StMichael's

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

Inspection date: 13 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive and enjoy their time at this friendly setting. Staff support children to settle well and place a strong emphasis on children's happiness and safety. For example, staff monitor the entrance and greet children and families warmly as they arrive. Children separate easily from their parents and show they feel safe and secure. Children understand established routines. They demonstrate good behaviour. This is because staff model respectful communication and encourage turn-taking in conversations. Staff listen to children and give them time to think and respond. As a result of this, children learn to listen to each other.

Kind, caring and experienced staff get to know children well. They take time to listen to them and celebrate their achievements. Children persevere and concentrate, sharing and taking turns. For instance, children devise a game where they take turns to fill jugs with water as they diligently wash the sit-in car. Children develop their communication and language ability. They have opportunities to practise their speaking skills and they sing familiar songs, joining in with repeated refrains. Staff praise children for following their instructions and listening well. Children have positive attitudes to their learning.

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

- Leaders have developed a broad curriculum and they establish what children know and can do when they start. The curriculum planning centres on exploring children's interests and identifying what each child needs to be learning next. Staff have a comprehensive knowledge of children attending the setting and confidently discuss the progress they have made. All children, including those who require additional support, make good progress from their starting points.
- Leaders oversee effective assessments of children's progress. This helps to ensure that children receive the relevant help and support they need. Staff plan a range of focused activities that children enjoy. Children have access to a variety of interesting resources, which inspires them to be curious. However, on occasion, staff do not plan highly challenging activities to help most-able children remain focused and build on previously acquired knowledge. For instance, sometimes planning of activities tends to focus more on children's interests, rather than building on what more capable children already know.
- Children's communication skills are progressing well. Staff provide a narrative for children as they play, modelling sounds and words. Children are confident speakers and ask questions. Staff engage children in meaningful conversations. They support children's developing self-care skills effectively and encourage good hygiene routines. Children wash their hands and clean themselves up after eating and playing. Staff teach children about healthy food choices and oral health. Children become competent and learn to take care of themselves.

- Children have daily opportunities to be outdoors and enjoy exercise. They develop large-muscle skills and control as they enjoy a dance session or use scooters to skilfully move around. Staff support children's interest in the natural world. They have created a minibeast area where children happily dig to find insects and worms to examine. Leaders deploy staff effectively so that children can make choices and become active learners.
- Parents are happy with the care that their children receive. They report that their children make good progress across a range of areas of learning. Parents are pleased with the level of communication they have with leaders and with their child's key person. They say that they receive regular updates about what their children know and can do. This helps them to extend their children's learning at home.
- Staff work in partnership with the host school. They share the progress children have made in their learning and development. This provides continuity for children. Staff well-being is considered and supported. Staff are encouraged and motivated to complete ongoing training. The pre-school leader monitors staff practice, provides support and is a good role model. Staff say that they feel their ideas are welcomed and that they are happy in their roles. Leaders have identified improvements they want to make to enhance children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

A robust recruitment policy ensures that children are cared for by staff who understand their roles and responsibilities and are qualified and suitable to do so. All staff have a good understanding of how to keep children safe. They are familiar with possible signs that may indicate a child is at risk. Safeguarding training is ongoing to ensure that all staff are updated with current practice. Staff understand procedures to report any concerns regarding a child's well-being. They carry out risk assessments of the learning environment to remove any potential risks to help keep children safe.

What does the setting need to do to improve?

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

- support staff to sufficiently challenge most-able children to remain engaged in activities, to ensure they achieve the goals they are capable of.

Setting details

Unique reference number	218296
Local authority	Staffordshire
Inspection number	10275070
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	130
Number of children on roll	218
Name of registered person	Humpty Dumpty Day Nurseries Ltd
Registered person unique reference number	RP910038
Telephone number	07712 001812
Date of previous inspection	15 December 2022

Information about this early years setting

Humpties@StMichael's registered in 1997. The setting employs 19 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The pre-school is a setting with 24 places which operates from 9am to 3pm, term time only. The pre-school provides funded early education for three- and four-year-old children. The setting also runs a before- and after-school club with sessions from 7.30am to 8.50am and 3.15pm to 6pm, term time only. A holiday club operates from 8am to 6pm, every school holiday, except for the Christmas break.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the leaders completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation of a teaching activity was carried out by the inspector and the pre-school leader.
- The inspector held discussions with staff and parents and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the leaders.

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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