

# Humpty Dumpty's Kindergarden

Inspection report for early years provision

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**Inspection date** 06/12/2011  
**Inspector** Janette Smith

**Setting address** The Barn, Fir Covert Road, Norwich, Norfolk, NR8 6HT

**Telephone number** 07883872001  
**Email** hd.kindergarden@gmail.com  
**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## **Description of the setting**

Humpty Dumpty's Kindergarden was registered in 2011. The provision operates from premises in Taverham on the outskirts of Norwich, Norfolk. The setting is registered on the Early Years Register to care for a maximum of 33 children in the early years range. There are currently 35 children on roll. Children attend for a variety of sessions. The nursery opens Monday to Friday from 7.30am to 6pm all year round. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of staff one of whom holds a BA degree in Early Childhood Studies. Most of the other staff are qualified to level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Staff work very hard in this welcoming nursery to ensure that all babies and children are valued and cared for. Safeguarding systems are thorough and partnerships with parents are good and effective although partnerships with other early years settings are yet to be established. Adequate resources enable children to make satisfactory progress in their learning. A self-evaluation system is developing but is not fully effective in identifying strengths and priorities for improvement. However, staff are committed and share high expectations to make continual improvement to benefit the children in the nursery.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop and make available a variety of resources to support children's understanding of diversity and the differences of people
- develop systems with other settings for the sharing of information to ensure continuity of care and education for each child
- develop the use of self-evaluation to secure improvement of the provision
- develop a greater range of opportunities and flexible resources that can be used in many different ways to facilitate child-initiated play and exploration across all six areas of learning.

## **The effectiveness of leadership and management of the early years provision**

Children are kept very safe in this new nursery because safeguarding is given the highest priority. Detailed policies and procedures are shared regularly with all adults who work with the children and most members of staff have recently undergone safeguarding training. There are robust systems in place for the safe

recruitment of staff and as a result all staff and students have completed the necessary checks to confirm their suitability to be in contact with children. Thorough risk assessments are in place and regularly reviewed to ensure that children move freely and safely in the environment. First aiders follow the correct procedures when a child is slightly injured outside. Comprehensive accident forms are completed, signed and shared with parents.

Staff rotas ensure that although some of the children and babies arrive early for breakfast they are all warmly greeted by their key person or a staff member who knows them well. Staff are well qualified and understand the importance of meeting the needs of every child. The environment is welcoming and calm which helps the children to settle quickly.

The owner has high expectations for the nursery and is committed to developing high quality provision for babies, children and parents. The owner has made a start with the self evaluation form but this needs to be established much further to secure the improvement of the provision.

A very good induction process is established to introduce parents and children to the setting. Parents attend three settling-in sessions with their children and this gives staff a chance to complete admission forms as well as to discuss children's interests. This means that staff can plan for the well-being of babies and children to ensure their ongoing care. Parents are very happy with the nursery and speak highly of the care that their children receive. They appreciate the home/setting books informing them about their child's day. Parents are encouraged to add to these so that staff can continue to support children's achievements and well-being. Policies and procedures are made available for parents to read and information such as the weekly menu is displayed on a notice board. Partnerships with other early years providers have not yet been established although the owner recognises the need to share information with other settings to ensure the continuity of care and education for each child.

There is a positive attitude towards diversity to ensure that all children and their families feel welcome, safe and valued. The owner is currently undergoing training in order to effectively support children with special educational needs and/or disabilities. Staff seek to offer equality of opportunity to all children and to promote an inclusive environment for all. For example, children have access to all available resources and activities and have a choice in their play and learning. Although there are some multi-cultural musical instruments in the baby room, there are not enough resources or opportunities to support children's understanding of diversity and the society they live in.

## **The quality and standards of the early years provision and outcomes for children**

Children feel safe and develop a sense of belonging as they hang their coats on pegs displaying their names and photographs. As they play with the shredded paper 'snow' children behave in ways that are safe for themselves and others.

They understand why they shouldn't throw the paper in other children's faces and they help to sweep up to prevent anyone slipping over. Adults talk to children about dangers and how to keep themselves safe. As they play with cars children talk about wearing a seatbelt to 'stop us falling out'. Babies feel secure as they happily leave the adults side to play.

Children are offered a range of healthy snacks and lunches which are prepared daily on the premises. For instance, they enjoy roast chicken, potatoes and broccoli which is pureed for babies. Babies let the adults know when they are hungry and appear settled and happy once their need is met. Some babies choose to go to sleep and snuggle into the cots with their individual sheets and blankets. They are well cared for and supervised whilst they sleep. Children remember to wash their hands before snack and are encouraged to use the anti-bacterial gel as an extra precaution. During a story children are prompted to feel their hearts beating and listen as an adult explains about the importance of exercising your heart. They understand that they must wear coats, scarves and gloves when they play outside to keep themselves warm. Outside children are very active as they play a game with an adult. Children talk about keeping fit as they ride their bikes and develop their physical skills.

Children enjoy their learning and adults generally support children well. Information from observation and assessment is used satisfactorily in planning to ensure that children achieve as much as they can in relation to their starting points and capabilities. Photographs and observations are collected in individual learning journeys and parents are welcome to contribute to these. In particular children's social and emotional development is fostered well. Children learn to share and take turns as they play a colour game and use the wheeled toys outside. Staff are aware of the importance of language development and consistently talk to the children, read stories and sing songs and rhymes. For instance, children learn a rhyme as they wash their hands and staff sing gently to babies as they rock them to sleep. Babies are beginning to investigate things repeatedly when they use musical instruments to shake and make sounds.

Children develop their concept of number as they count the legs on a play dough octopus. There are reasonable opportunities for children to be creative as they play in the role play kitchen. Children use glue, glitter and cellophane paper to make a christmas decoration. Outside children show curiosity and interest as they investigate the frost on the grass. They try to dig in the soil and learn that it is too hard because of the cold weather. Although children are making steady progress towards the early learning goals, there are not enough challenging and interesting resources to fully facilitate child-initiated play and exploration across all six areas of learning. For instance, limited opportunities are available for children to develop their skills of design, construction and technology.

Children are very well behaved in the setting. They are making a positive contribution as they help adults to clear away the plates at lunchtime. In the baby room a toddler gets a tissue for another child when asked to. Children participate well at circle time as they take it in turns to wear a christmas hat and tell everyone what they have enjoyed doing during the morning. Adults are good role models and encourage the children to say 'please' and 'thank you'. In the baby room

babies respond positively to adults. They smile, laugh and make eye contact showing that they have formed good attachments to their key people. Children are developing some skills for the future. For instance, they learn to problem solve as they investigate how to make a wind up 'Humpty Dumpty' move along the table. Babies are taken into the wider world as they visit the aquarium at the local garden centre.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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