

Humpty Dumpty's Kindergarden

The Barn, Fir Covert Road, NORWICH, Norfolk, NR8 6HT

Inspection date	14/08/2013
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's transition into the nursery is suitably managed. As a result, children are happy, settled and have developed emotional attachments with staff. They build positive friendships with each other.
- Staff have trusting and friendly relationships with parents. They are encouraged to share what they know about their child and are kept informed about their child's day.
- An appropriate range of toys and resources are provided, that promote all areas of learning. They are suitably stored so that the children are able to choose what they want to play with.

It is not yet good because

- The observation and assessment of children's learning is not consistently used to identify their individual stages of learning and development. Therefore, staff are not fully aware of what they need to do to support children's progress.
- The deployment of some staff, and their interaction with children when they are playing outdoors, is not effective to ensure that children are adequately supervised and engaged in purposeful activities.
- The organisation of some routine times are not always effective, to ensure that activities are meeting children's needs and they are purposefully occupied.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the baby room and the pre-school room.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery owner/manager.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Humpty Dumpty's Kindergarden was registered in 2011 on the Early Years Register. It operates from premises in Taverham, Norfolk. There is an enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children.

The nursery employs six permanent members of child care staff. The owner, who is also the manager, has an early years degree. Four other staff are qualified to level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 55 children on roll. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve how the information from observations of children's learning is used, to ensure that staff recognise children's progress and understand how to plan for the next steps in their learning
- ensure activities meet the interests and stage of development of each child, to make sure that children are engaged and focused during activities, to maximise their learning potential
- improve the deployment of staff when children are playing outdoors, to ensure that children are adequately supervised at all times and staff are consistently engaged in children's play.

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

- review the daily routines in the pre-school room to ensure daily tasks, such as snack time, do not interrupt children's focus in their continued play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff gather useful information from parents when children first attend the nursery, through discussion with the key person and encouraging them to complete an 'early years passport'. This gives staff information about children's likes, dislikes, interests and stage of development and provides a useful starting point from which to plan activities to meet children's interests. Parents are encouraged to remain involved in their children's learning, in the nursery and at home. They have regular opportunities to review, and contribute to, written records of their children's learning.

Staff maintain a record of their observations of children's learning using photographs and written comments. However, staff do not effectively evaluate and use observations of children's learning, to accurately identify what they need to do, to plan children's next steps and move them on in their learning. Staff ensure that planning is built, takes into account children's interests and as a result, children enjoy the activities provided. Staff are aware of the importance of carrying out the progress check when children are two years of age. They carry out these checks and share their findings with parents.

Younger children explore their environment, knowing that familiar adults are nearby. Staff in the baby room are actively engaged in the babies' play, sitting on the floor with them and encouraging them to explore the range of activities available. Staff recognise that children's concentration span is short at this age, and readily change the activity. Staff engage children in songs and rhymes. Babies enjoy familiar rhymes, rocking to the rhythm and clapping delightedly at the end of the song. There are no children on roll for whom English is an additional language but staff still encourage children to experience other languages, for example, by providing a CD of music and rhymes in other languages. Children show an interest in print and understand that it carries meaning. When staff record that children have had sun cream applied, children show an interest in what she is writing. Babies explore making marks on paper and enjoy the sensory experience of paint.

Overall, children's progress ensures that they have the key skills needed for the next stage in their learning. They play well together and confidently seek out adults and other children to share their games. Consistent routines are followed, that help children to develop a sense of belonging and grow in confidence. However, the organisation of some routines in the pre-school room are not planned well, to promote purposeful activities that children engage in. For example, at snack time some children sit on the carpet to listen to a story whilst other children are eating. The story is constantly disrupted as children finish snack and re-join the story, and other children get up to eat, resulting in some of the story been missed, by some children. In addition, some activities are not always age appropriate and therefore, do not meet the needs of all children. For example, the book read at story time is far too long for younger children. As a result, they become distracted and do not enjoy and recognise story time, as a time to listen.

Staff promote children's communication and language skills, helping them to become confident communicators. In the baby room staff respond well to the babbles and

gestures of babies. They support the development of children's vocabulary through naming items of interest in picture books and encouraging them to repeat the words. Staff chat to older children and engage them in conversation. Children talk, confidently about their home life, chatting to staff about their forthcoming holiday in a campervan. Staff extend this conversation well by introducing days of the week and how many days before the holiday. Consequently, children make satisfactory progress in their learning .

The contribution of the early years provision to the well-being of children

The management team and staff provide a warm and welcoming environment in which children are secure, happy and confident to express themselves. Staff work closely with parents to meet children's care needs and keep them informed about their children's day, through use of written information and daily verbal communication. Parents develop positive relationships with staff because each child is allocated a key person who takes responsibility for their day to day care needs, and builds partnerships with parents. This ensures children's physical and emotional well-being and their self-esteem is suitably promoted. Children settle quickly into the nursery and develop emotional attachments to their key person and other staff. Children generally behave well and know what is expected of them. As a result of a recent incident involving a member of staff using a raised voice, all staff are booked onto behaviour management training. This ensures that unwanted behaviour is managed consistently by the nursery staff. Positive behaviour is valued and praised. Children readily seek out adults to share play experiences and develop good friendships with other children which promotes their personal, social and emotional development.

Children are helped to develop the necessary skills which helps them embrace new experiences with confidence. They are supported as they progress through the nursery and as they move on to school. The playroom spaces are planned to promote children's independence and confidence. Toys and resources are stored suitably, to enable children to choose what they want to play with. Children benefit from a wide range of play materials to support their learning and development. Consistent routines help children to know what happens next throughout the day. Older children are usually able to move freely between the playroom and the garden. Outdoor play is timetabled for younger children, to ensure that they have daily opportunities to be outside.

Children are helped to feel safe in the nursery. For example, they are reminded how to use knives safely at mealtimes. Children talk confidently about how a knife will cut their tongue if they put it in their mouth. Children's health needs are met well. They are encouraged to have regard for their personal hygiene and readily wash their hands before eating. Improved procedures for identifying and meeting children's care needs means that children's clothes are changed immediately if they are wet and they are not left with dirty faces after mealtimes. Children's dietary needs are met well. A balanced, nutritious range of healthy foods is provided. Children are given food in sufficient quantities for their age and their dietary intake is discussed with parents. Concerns about how much food children are eating are discussed with parents and alternatives are offered to children to ensure that they do not go hungry.

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

The manager is committed to the continuous improvement of the nursery. The necessary steps have been taken to address the actions and recommendations set at the last inspection. The manager is aware of the nursery's strengths and areas for development and acts on advice from other professionals, such as the support workers from the local authority. An action plan for improvement is in place. This is challenging but achievable and is reviewed regularly, to monitor the impact on children. This demonstrates some commitment to continuous improvement. The manager seeks the views of parents and responds well to their comments. For example, parents did not feel that they knew enough about the safeguarding procedures. As a result, a display board has been produced that includes the flow chart that is followed if there are concerns, and staff training certificates to show they have attended safeguarding training. The manager is familiar with external agencies and how to access additional support for children, should they need it.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years foundation Stage. There is a robust child protection policy in place that is in-line with the Local Safeguarding Children Board guidelines. Staff are aware of the signs and symptoms of abuse and know how to report concerns. A recent notification to Ofsted about a safeguarding concern has resulted in improved levels of support to staff, through increased one-to-one supervision and mentoring. This helps to ensure that staff remain suitable to work with children. All staff have an enhanced disclosure check in place and their ongoing suitability is reviewed when any possible concerns arise. The nursery premises are safe and secure, ensuring that unauthorised persons cannot enter the building. Risk assessments are carried out to identify hazards and necessary steps are taken to limit risks to children's safety.

All documentation, necessary for the efficient running of the nursery is in place. The learning and development requirements are met satisfactorily and the manager has adequate systems in place to monitor the quality of teaching and learning. However, despite this staff are not always deployed effectively to ensure that they are interacting with older children and supervising them adequately. This often happens when children are playing in the garden and staff busy themselves with 'tidying up' rather than playing with children. As a result, children are not actively engaged in activities and they run around unsupervised and sometimes collide with each other.

Partnerships with parents are friendly and trusting. Staff are committed to working together with them, to ensure continuity of care for their children. Parents report that they find staff friendly and approachable and that their children 'love coming to nursery'. Partnerships with others who provide care and learning are established. This helps to ensure that concerns about children's well-being, learning or development can be quickly identified and managed to help them make the best possible progress that they can, given their starting points.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY429172
Local authority	Norfolk
Inspection number	931592
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	55
Name of provider	Humpty Dumpty Kindergarden Limited
Date of previous inspection	06/12/2011
Telephone number	07883872001

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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