

# Humpty Dumpty's Kindergarden

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



<b>Inspection date</b>	13 April 2018
Previous inspection date	15 August 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has worked hard to improve the quality of the nursery to a good level. She has updated safeguarding policies and procedures and has ensured that staff receive the training they need to be well prepared for their roles and responsibilities.
- The key-person system is effective and helps children to make secure bonds with members of staff. For instance, staff members work with the same age group of children each day and they clearly know the children's routines and care needs well.
- The quality of teaching is good. Staff support children well during their play. They join in with children's self-chosen activities, ask them questions and model new words.
- The manager keeps her knowledge up to date and shares the findings of research with the staff team. Children make good progress in their learning. The special educational needs coordinator has a very good understanding of how to work with outside agencies to support children and their families to get the help and advice they need.

### It is not yet outstanding because:

- At times, some staff do not consistently support children to do things for themselves.
- On a few occasions, some children lose concentration during large-group activities when they are not as highly tailored to their individual needs.

## What the setting needs to do to improve further

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

- offer children more opportunities to promote their growing independence
- refine the organisation of large-group activities to more fully consider how to involve all children taking part.

### Inspection activities

- The inspector observed teaching practice indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector held discussions with the manager, special educational needs coordinator, staff, children and parents.
- The inspector viewed children's development records, such as the progress check for children aged between age two and three years, and individual education plans.
- The inspector discussed self-evaluation procedures with the manager and viewed documentation, such as the safeguarding policy.

### Inspector

Helen Hyett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the procedures to report any allegations about a member of staff and there is a clear complaints procedure in place. The manager carries out robust checks on staff to ensure that they are suitable to work with children. Staff have an induction when they start working at the nursery. They have regular appraisal meetings with the manager where they discuss their professional development and training needs. The manager works with her deputy to monitor how groups of children are progressing and put plans in place to close gaps in their learning. Staff understand what children like to do. They make regular observations of children during play and carefully plan the next steps in their learning. The manager understands the need to handle children's information confidentially.

### Quality of teaching, learning and assessment is good

The well-qualified staff carefully track children's development. They quickly notice any areas where they are not achieving expected milestones and put plans in place to help them catch up. Babies become highly involved in their sensory play. They explore paint with their hands and stamps made from potatoes and brushes. Staff sensitively support their learning, for example, as they teach them colours, numbers and new words, such as 'wiggly'. Children are well prepared for starting school. Staff help them to listen to favourite stories and join in with familiar phrases. Pre-school children learn to recognise objects beginning with the same letter sound. Children have a weekly music lesson with a specialist music teacher. They explore rhythm and a range of different instruments.

### Personal development, behaviour and welfare are good

Children behave well. They show spontaneous acts of kindness, for example, as they award their friends medals for helping during tidy-up time. Babies' emotional development is well supported. Staff are very caring and notice when children need extra comfort or a cuddle. They regularly change babies' nappies and keep parents informed of their daily care routines, for example, through verbal feedback and an electronic system. Children have opportunities to try new foods, such as salmon with pasta. They play outside in the fresh air and find out about their local environment. Children visit the local supermarket where they learn how to pay for food items to bring back to the nursery.

### Outcomes for children are good

Babies are quickly learning new words and are keen to try new experiences. They engage well in role play, for example, as they pretend to tuck their baby dolls into cots and feed them bottles of milk. Toddlers construct well with building bricks and create models. Older children play well with others and take turns. They are considerate of their friends, for example, as they offer them glitter to create their pictures with. Children who have special educational needs and/or disabilities make good progress and are well prepared for their move to school. Where necessary, staff accompany children to visit their new school and arrange information sharing meetings with the relevant school staff.

## Setting details

<b>Unique reference number</b>	EY429172
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1112425
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Humpty Dumpty Kindergarden Limited
<b>Registered person unique reference number</b>	RP530741
<b>Date of previous inspection</b>	15 August 2017
<b>Telephone number</b>	07883872001

Humpty Dumpty's Kindergarden registered in 2011. The nursery employs 11 members of childcare staff and a cook. Of these, 10 staff hold qualifications at level 3 or above, including the manager who holds a level 6 qualification. The nursery is open from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm.

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