

# Humpty Dumpty Community Nursery Day Care of Children

Scone Public Hall  
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Perth  
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Telephone: 01738 553089

Type of inspection:  
Unannounced

Completed on:  
12 September 2019

Service provided by: Service provider number: Humpty Dumpty  
Community Nursery SP2003002170

Service no:  
CS2003010122

## About the service

Humpty Dumpty Community Nursery is based in the community hall in Scone, on the outskirts of Perth. Children make use of the large hall and the enclosed garden to the rear of the building. Another small room is also available for use. The service is provided by a voluntary management committee which consists of parents and carers who have overall responsibility for the service.

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011. Humpty Dumpty Community Nursery is registered to provide a care service to a maximum number of 24 children aged between two and five years.

We wrote this report following an unannounced inspection carried out by one inspector on 11 and 12 September 2019. We gave feedback to the manager and staff team at the end of the inspection.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

The nursery aims are:

- To promote a happy, caring and nurturing environment where children and parents feel welcome, safe and secure.
- To provide a sound basis for lifelong learning through a wide-ranging curriculum that is engaging and challenging. Planning uses guidance from Pre Birth to Three, Curriculum for Excellence and Building the Ambition.
- To support the emotional, social, intellectual and physical development and wellbeing of each child.
- To work alongside parents and other professionals to provide a quality service for families and to value their views and ideas.

## What people told us

We provided the service with 10 Care Standards Questionnaires (CSQs) for parents and carers of children using the service. Seven completed questionnaires were returned to us before the inspection. All of those who completed our questionnaires strongly agreed that they were happy with the quality of care and support their child received while in the service.

We had the opportunity to speak with parents and carers during our inspection. They confirmed that they were happy with the service provided.

Parent's comments from the questionnaires included:

'My child loved this nursery from the very beginning. He seems so much more comfortable, sociable and confident.'

'This nursery is wonderful and a great asset to the community of Scone.'

'Fantastic nursery that provides a caring, nurturing environment for my son.'

'The nursery staff are excellent! They know what my child likes to do and encourages them to try new things and take part in other activities. The nursery is an encouraging, nurturing, caring, exciting, safe, fun, professional environment for my child to be in.'

'I am extremely happy with the care and education that the staff at Humpty Dumpty Community Nursery provide. My child has flourished in his preschool year. He has developed into an inquisitive, confident individual. I feel that he is very well supported in his views and opinions. We are very fortunate to have such a wonderful nursery in our community. I love the community spirit it has!'

During the inspection we observed the children at play and found them to be happy, confident and enjoying their activities. The children were happy to tell us about the nursery and the things they enjoyed doing there. They told us:

'This is a picture of my mum. I made her a picture. It's a dot to dot.'

'Watch this. Fold, folding the paper and then a beautiful butterfly.'

'I've got my snack card. Then it goes in there.'

'I'm going to get my cup.'

'Look, an aeroplane, up above.'

'There's the castle. It's a big castle.'

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed

Quality of management and leadership

5 - Very  
Good

## What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good. We also looked at the quality of management and leadership which we evaluated as very good.

The nursery ethos was very warm, welcoming, friendly and nurturing. Families commented positively on the nursery's place within the community and were very much involved in the life of the nursery through community events, opportunities to stay and play and through formal consultation. We liked how the manager had fed back actions to be taken from the consultation. Families were kept well-informed and there were open lines of communication with the staff.

Children were happy, confident individuals who were busy, purposeful and very engaged in their play throughout the nursery session. We found that children had made strong friendships and were supportive of each other in their play and learning.

Staff knew the children very well and were kind, caring, nurturing and responsive to their individual needs. We saw staff were highly respectful to children and gave them cuddles, reassurance and support. It was clear that children had formed positive relationships and strong attachments with the staff. We found that staff worked very well as a team to support the children and provide quality experiences.

Children had very good opportunities to lead their own play and learning and we found that staff were very responsive to children's ideas and interests. We could see how children were involved in planning their play experiences and staff skilfully supported them in extending their learning. Children's voice was evident, and we saw that their contributions to planning were captured in the talking and thinking book.

We found snack to be a sociable experience for children where they were encouraged to be independent and develop their self-help skills.

Observations were regularly recorded in children's learning journals. Parents and carers told us that these were informative and in conjunction with the responsive planning wall, they were able to extend conversations with children about their learning at home. We found that the nursery worked well with families involving them in their child's learning through home link bags.

Families spoke positively of the support given to children during transition and settling in periods. They found this to be well-managed and at a pace which met each child's individual needs.

The committee consisted of parents and carers. They met on a regular basis to discuss the direction of the nursery. The manager told us that she felt well supported by them.

The staff team were all involved in self-evaluation and the development of the nursery. To support improvement, they shared learning from their studying to develop their knowledge and practice. We

found the staff to be very reflective. We liked how parents and carers were also involved in the self-evaluation process.

An improvement plan was in place which clearly outlined realistic and achievable targets. Staff had been involved in the development and ongoing evaluation of the improvement plan.

Staff told us that they felt well supported by the manager. They found her to be supportive and felt their ideas and suggestions were listened to and acted on. Regular meetings were held to share information and ensure all staff were included and involved in developments within the nursery.

## What the service could do better

We would ask that staff ensure observations are significant and always capture children's learning. Staff should ensure that where next steps are identified, these are reviewed and evaluated. Where possible, children should be involved in setting their own next steps.

Staff should continue to develop the talking and thinking book to ensure that children's questions and ideas are revisited and that an evaluation of learning is recorded. We would like to see more evidence of children's early and emergent writing within the talking and thinking book and more opportunity for them to take ownership.

We suggested that staff should begin to introduce real crockery and cutlery at snack time to promote respect and responsibility.

The manager told us about their plans to introduce peer and staff monitoring on a more formal basis. We would encourage them to do this to support staff to identify their strengths and areas for improvement. We suggested that the service should begin to consider using the Health and Social Care Standards as part of their quality assurance processes.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

#### Recommendation 1

Staff should ensure children's written personal plans show clearly how the service will meet each child's health, welfare and safety needs and review within a six month period or before if needed.

National Care Standards, Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

This recommendation was made on 14 June 2017.

#### Action taken on previous recommendation

Personal plans outlined children's individual needs and how they would be met. They were updated regularly. This recommendation has been met.

## Inspection and grading history

Date	Type	Gradings
8 Jun 2017	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing 4 - Good Management and leadership Not assessed
25 Feb 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
4 Feb 2013	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
30 Sep 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
3 Apr 2009	Announced (short notice)	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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