

Munchkins Childcare and Education Centre

Inspection report for early years provision

Unique Reference Number	EY276649
Inspection date	07 November 2007
Inspector	Liz Whitehead
Setting Address	Fearnville Primary School, Fearnville Drive, Bradford, West Yorkshire, BD4 8DX
Telephone number	01274 323614
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Registered person	Surestart BHT
Type of inspection	Childcare
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Munchkins Childcare and Education Centre is committee run under Sure Start BHT (Birley, Holmewood and Tyersal). It opened in 2005 and offers full day care and wrap around care. It operates from two rooms in a purpose-built building within the grounds of Fearnville Primary School, in a residential area of Tyersal, a suburb of Bradford. All the children have access to an enclosed outdoor play area.

A maximum of 28 children may attend the setting at any one time. There are currently 22 children on roll. The centre is open each weekday from 08.00 to 18.00 throughout the year.

The setting employs eight staff, four of whom hold an appropriate early years qualification. One member of staff is working towards a qualification. The setting is a member of the National Day Nurseries Association (NDNA), The Bradford Under Fives Association (BUFA) and they hold Investors in People and level 2 I can Talk.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Mealtimes are a very relaxed and social occasion with children sitting with their friends and chatting about their day. Children's independence is effectively promoted as they are encouraged to pour their drinks and to serve their meals which enables them to influence their portion size. However, younger children are not provided with appropriate cutlery and there are no routines to monitor discarded snacks.

Children generally learn the importance of good personal hygiene using disposable towels and liquid soap to reduce the risk of cross-infection. The staff are positive role models and show children how to rub their hands together to remove all the soap and they talk about making their hands clean. However, not all the children wash their hands prior to having a snack. The staff skilfully make nappy changing times a pleasant experience for children. They talk, sing songs and do rhymes, such as 'five little pigs'.

Staff work closely with parents and ensure that all special dietary requirements are recorded. All staff are fully aware of these to ensure that children only receive food which is appropriate for them. Children are encouraged to eat healthily and enjoy freshly prepared meals which include lots of fruit and vegetables. They are learning about keeping themselves healthy and enjoy cleaning their teeth after lunch and tea.

Children have daily opportunities for fresh air and are able to learn about the effect that exercise has on their body. Drinks are available with meals, although there are no systems in place to enable children to independently access them throughout the day. Children enjoy moving freely between the indoors and the outdoors, where they are able to run, slide and ride tricycles.

Children experiment moving in a range of ways, for example, crawling, walking, rolling and kicking a football. They are developing good coordination and carefully balance to enable them to operate the pedal bin with their foot. They laugh as the lid pops up. Children are as active as they choose to be and are able to join in with activities, such as ring games, or to play with the resources available.

To reduce the spread of infection, all parents are made aware that the setting does not care for children who are ill. Tissues are readily available, used once and then discarded. Children sleep according to their own routines and their parents' wishes. They sleep on floor mats or in their own pushchair to make sleep time a relaxing and comfortable experience for children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn about keeping themselves safe through activities and discussions. For example, they talk about shaking cornflour from the box gently to prevent it going in their eyes. Additionally, staff immediately clean up water spillage and explain that this prevents the children from slipping. Most of the equipment is suitable for its purpose. However, the home corner resources are not well maintained and exposed foam on the sleep mats poses a hazard to children.

Staff take reasonable steps to minimise hazards and risks to children. For example, doors are secured open and have guards fitted to prevent the children from trapping their fingers.

Additionally, the doors are fitted with glass panels which ensures that children are not at risk from being injured as people enter the rooms. Children understand about evacuating the building in an emergency. Written information is clearly displayed and regular practises take place, to ensure that all children are familiar with the procedure.

Staff are able to treat minor accidents efficiently as a first aid kit is readily available in each of the rooms and one is always taken on outings. Parents can contact the nursery at all times as a landline and mobile telephones are always available. Effective systems are in place to prevent unwanted persons from entering the premises. These include, a buzzer entry system where parents and visitors must be admitted by a member of staff, and a record of visitors is consistently maintained.

Staff are fully aware of the signs, symptoms and procedure to follow if they have concerns regarding a child in their care. All the staff have recently attended child protection training to update and increase their knowledge, awareness and confidence in dealing with any issues. Staff are fully aware of the importance of recording existing injuries to children and ensuring that these are countersigned by the parents.

Helping children achieve well and enjoy what they do

The provision is good.

Activities are planned in advance but remain fully flexible to allow for spontaneity and for children to initiate their own play. For example, the staff are happy to follow the children's interests and suggest removing their shoes and socks when the children want to put their feet in the cornflour. A wide range of resources are available for children to freely access, these include, books, train tracks and construction toys. The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage them.

Staff skilfully nurture children's creativity and provide good opportunities for them to express themselves through a variety of media, such as pencils, chalk, paint and glue. They particularly enjoy using a selection of paint brushes to paint the outdoor fencing and play house. Young children enjoy exploring the texture of the paint using a range of senses, such as touch and taste.

Children are confident communicators and happily talk with their peers and staff. They are interested in books and enjoy looking at these independently, with staff and in small groups. Favourite stories are often accompanied by props, for example, using a sheet as a cave when reading 'going on a bear hunt'.

The children know a range of songs and join in enthusiastically with words and actions. At lunch time the older children spontaneously start to sing and lead the younger children in a chorus of 'Bob the builder'. The staff skilfully use this opportunity to lead the children into further songs and rhymes. Staff regularly increase children's language and vocabulary through introducing new words, such as runny, when playing with the cornflour.

Children benefit from good interaction with staff who are kind, attentive, are interested and value what they say and do. Staff working with the younger children have attended 'Birth to three matters' training. They appropriately implement the framework and planning and assessment systems are effective for this age group.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are effectively met as the staff work closely with the parents. They know the children, their routines and likes and dislikes well and they regularly offer comfort and cuddles to the children. The children are very confident at making their needs known and let the staff know when they need more paint. Staff encourage children to discuss their feelings and have a mirror and pictures depicting a range of emotions, attractively displayed at a low level in the playroom.

The children behave well and learn right from wrong through the good example set by the staff. Unwelcome behaviour is suitably managed with the staff remaining calm and patient and explaining to the children why their behaviour is inappropriate. The children get on well together and involve each other in their play. They happily help to tidy the toys away when asked to. Staff consistently offer the children meaningful praise, such as 'that's good listening'.

Children develop a positive attitude to others and gain an appropriate understanding of the wider world. They celebrate festivals and see words written in a range of languages. The setting has close links with the local school and activities, such as walks in the area, develops children's awareness of the local community. The setting welcomes and fully supports children with learning difficulties and disabilities. Staff know the children's individual abilities and offer additional support as required. For example, sitting nearby at mealtimes. However, the toilet for the disabled is used as storage, therefore, it is not accessible to a person in a wheelchair.

Effective systems are in place to keep parents fully informed of their children's care and well-being. These include all parents receiving a wide range of information through notice boards, leaflets and open evenings. Additionally, parents are involved in the interviewing of prospective staff. The nursery encourages parental views and feedback and a comments book is always available. Daily discussions and written information keeps parents fully informed regarding their children's activities. A complaint procedure is in place, although this does not contain details of how to contact Ofsted.

Organisation

The organisation is satisfactory.

The setting is very warm and welcoming to children and their families, with pictures, posters and children's artwork displayed at all heights on the walls. The playrooms are divided into the areas of play, which provides the children with a familiar and secure environment. This enables them to know where to find and return the toys to. An effective key worker system is consistently operated to meet children's physical needs, such as feeding and nappy changing.

Staff caring for children are suitable to do so. The recruitment and selection of staff is rigorous and all relevant checks are completed. In order to protect children, persons who have not been vetted are not left unsupervised with them. All new staff receive a full induction in order to familiarise them with the settings' routines and policies and procedures.

There are good opportunities for staff to further their personal development. All staff are encouraged to regularly attend relevant training to update and increase their knowledge and skills. Recent courses accessed include, speech and language, personal safety, play wise and the early years degree. All staff hold first aid certificates which are renewed regularly.

The staff are very enthusiastic and motivated. They work well together as a team, each aware of the clear management structure and their individual roles and responsibilities. They are committed to the continuous improvement and development of the setting and regularly seek advice and support from the local authority. Adult to child ratios are consistently good, although the setting exceeds the number of children under two that it may care for. This is a breach of regulations.

All the required documentation is in place and children's records are only accessible to the staff.

However, confidentiality is not fully maintained as details of medication required are prominently displayed in the play rooms. The settings' unique policies and procedures are always available for staff and parents to view. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that the setting develop their documentation. A hard copy register is now available for emergency evacuations and a fire log book is in place. These improvements enhance children's safety and well-being.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve children's health and hygiene with regard to snack times and the availability of drinks
- ensure that all toys and equipment are suitable for their purpose and the ages of children using them
- maintain confidentiality with regard to medication records and include details of how to contact Ofsted on the complaint procedure
- ensure that conditions of registration are fully complied with.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk