

# Munchkins Kindergarten

Inspection report for early years provision

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**Unique reference number** EY358868  
**Inspection date** 03/12/2008  
**Inspector** Katherine Powell

**Setting address** St Peters Lodge, Priory Road, Spalding, PE11 2XA

**Telephone number** 01775 718708

**Email**

**Type of setting** Childcare on non-domestic premises

## 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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Munchkins Kindergarten is a privately owned day nursery which opened in 2007. The provision operates from a two storey listed lodge in the centre of Spalding and serves the local area. The nursery is registered on the Early Years Register to provide care for a maximum of 33 children in the early years age group. The nursery is also registered on both the compulsory and the voluntary parts of the Childcare Register. There are currently 68 children on roll. The nursery is open each weekday from 07:00 to 19:00 all year round, except for one week at Christmas and bank holidays. Children attend for a variety of sessions. Children share access to a secure outdoor play area. The premises are accessed by a low step at the front entrance and via a ramp at the rear entrance. The nursery supports a number of children who speak English as an additional language and who have learning difficulties and/or disabilities. The setting is in receipt of funding for early years education.

The setting employs 12 members of staff. All staff hold recognised childcare qualifications. The setting receives support from a teacher advisor from the local authority.

## Overall effectiveness of the early years provision

Munchkins Kindergarten makes satisfactory provision for children in the Early Years Foundation Stage (EYFS). Staff provide a warm and welcoming environment and systems to promote children's safety are generally effective. Staff give good attention to recognising and valuing the uniqueness of each child and ensure that all children are fully included in daily routines and planned activities. Basic systems are in place to evaluate the provision, however, these are not fully effective in ensuring that all areas of the provision are rigorously monitored and areas for improvement are continuously identified.

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

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

- ensure the areas of learning are delivered to younger children through carefully planned and purposeful play opportunities
- implement systems to monitor and evaluate the provision and use these as a basis of on-going review to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure that parents have regular opportunities to add to children's assessment records
- review the use of available indoor space on the first floor to ensure that it is used flexibly and gives children scope for free movement and well-spread activities.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve risk assessments, with regard to recording clear details when conducting a risk assessment of any outings and ensuring identified action to minimise risks is followed by all staff (Safeguarding and promoting children's welfare) 17/12/2008
- improve procedures for recording complaints, with regard to ensuring complaints are recorded promptly and that they are easily accessible and available for inspection by Ofsted (Safeguarding and promoting children's welfare) 17/12/2008
- improve steps taken to prevent the spread of infection, with regard to hand washing routines before eating, the use of communal bowls at snack time and the storage of tooth brushes (Safeguarding and promoting children's welfare). 17/12/2008

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

The setting has developed a comprehensive range of written policies and procedures which are shared appropriately with parents. Most required records and documentation are in place to support children's care, safety and welfare. However, risk assessments for outings do not always contain clear information about identified hazards and staff do not always follow agreed safety procedures such as ensuring electrical sockets are always covered. A clear complaints procedure is in place and most complaints have been recorded in the record book. However, some information is currently stored on the manager's computer so it is not readily available to share with Ofsted inspectors. The provision has made steady progress since the last inspection to address the recommendations made and this has helped to improve staff deployment and extend older children's problem solving skills. The setting has made particular progress in improving safeguarding procedures overall. This has been achieved by reviewing written policies and ensuring all staff have read and understand the correct procedures to follow. Staff have had opportunities to discuss safeguarding issues during team meetings and all staff, including the designated person, have undertaken additional child protection training. Some basic self-evaluation systems are in place but these are not regularly updated. Consequently, since the last inspection further areas for development have not been clearly identified to ensure standards in quality continue to be improved throughout the setting.

Robust recruitment and vetting procedures are in place which ensures children are cared for by suitable people who are well qualified and have appropriate skills. All staff are actively encouraged to undertake further training to develop their individual roles and knowledge. Systems to share information with parents are generally effective. Parents receive regular newsletters to inform them about activities and events and are able to have daily discussions with staff about their child's day. Written diaries are kept for all children which contain useful

information about children's care, activities and routines. Staff gather appropriate information prior to a child starting so that they have a good awareness of their interests, stages of development and individual needs. Parents are provided with limited opportunities to add their own comments to individual assessment records which does not enable them to become fully involved in their child's learning and development.

## **The quality and standards of the early years provision**

Children make sound progress across all areas of learning as they are provided with a suitable range of activities and play experiences. Resources are generally well organised in each room and children are able to independently access toys and equipment enabling them to make choices about their play and learning. Staff know children well and have identified their individual needs and interests through observation and discussions with parents. Overall, staff support children's learning satisfactorily. Staff in the baby and 1 - 2 rooms encourage children to move around the environment and practise their walking skills. They ensure toys are within easy reach and children have some opportunities to participate in sensory activities such as swirling paint with their hands and playing with pasta shapes. However, younger children are not always actively engaged in play activities which results in them quickly losing interest and moving on to another toy without fully exploring potential learning opportunities. Practice is more effective in the pre-school and 2 - 3 rooms as staff plan and provide activities which fully encourage children to be active learners and engage in purposeful play. For example, children become absorbed in role-play games which support their creative learning and communication skills and they delight in exploring equipment and tools in the sand tray and observing how things work and move. All staff make very good use of the outdoor play area and this is a key strength of the setting. Children have daily opportunities to engage in physical play and have space to move and run around freely. The garden is well organised to promoting learning in different areas, for example children are able to see numbers displayed, they can climb and balance, practise their emerging writing skills and plant and grow their own flowers and produce. Indoor space is generally used effectively to meet children's individual needs. However, staff do not always plan to use an additional room upstairs when available to provide younger children with a broader range of activities and learning experiences. Children learn to be effective communicators. Babies make eye contact and gurgle with delight when staff talk to them and give them cuddles and older children use a wide vocabulary to express their ideas and describe events to others. Children develop appropriate skills for their future learning as they count, recognise and read their names and familiar words, enjoy stories, solve simple problems, learn how to operate basic technology equipment such as battery toys and use a computer.

Children are cared for in a clean and warm environment and systems to support children's health are generally appropriate. However, some practice within the setting does not fully protect children from cross infection as not all children routinely wash their hands before eating, babies eat their snack from a shared bowl and children's toothbrushes are not stored hygienically. Children enjoy healthy and nutritious home cooked meals and staff liaise well with parents to

meet individual dietary needs. Children learn to keep themselves safe as staff remind them about the need to use toys appropriately and they have regular opportunities to practise the fire drill. All children are well behaved and they learn to respect each other and their environment. They play co-operatively and are sensitively supported to take turns and share play equipment. Effective systems are in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. For example, staff help children to feel valued and included as they learn and display key words in the child's home language. In the 2 - 3 room children learn basic sign language so that all children are able to communicate and express their needs. Children have opportunities to go out in to the local environment and meet members of the community such as the fire brigade. Staff plan a wide range of interesting and age appropriate activities to help children to appreciate and value differences and diversity such as food tasting activities, listening to stories and discussing and celebrating different cultures and festivals.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection one complaint has been received by Ofsted. The concerns related to the way in which a child protection incident was handled by the nursery. An Ofsted inspector carried out an unannounced visit on 02/06/2008. Following discussions with staff and viewing documentation four actions and two recommendations were raised. One action raised under Organisation; regarding staffing issues and induction and three actions were raised under Safeguarding. Two recommendations were raised in relation to working in partnership with parents and carers. The provider remained qualified for registration.

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.