

# Munchkins

Inspection report for early years provision

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**Unique reference number**

317389

**Inspection date**

05/10/2009

**Inspector**

Valerie Block

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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 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).

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## Description of the setting

Munchkins Private Nursery is located in Carlisle, an inner city area of Cumbria. The nursery is purpose-built on the first floor of large business premises and is accessed via a flight of stairs. There are four playrooms. The nursery is open from 7am until 6pm on weekdays, 51 weeks per year. The nursery is registered on the Early Years Register and is registered to care for a maximum of 75 children in the early years age group. There are currently 105 children aged from birth to under five years on roll, some in part-time places. The nursery has a number of children with English as an additional language as well as some children with special educational needs and/or disabilities.

There are 14 regular members of staff, 13 of whom hold early years qualifications to at least level 2. The nursery is a member of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff show a knowledge of each child's needs and personality and use this information to provide satisfactorily for their individual needs. Their understanding of the Early Years Foundation Stage (EYFS) leads to children's welfare and learning being soundly promoted. Children are making good progress given their starting points, age and ability. Other providers have not been approached to exchange information about each child, as required. Although self-evaluation tools have not as yet been completed, the setting shows a sound capacity for improvement and is aware of the weak areas needing attention. The provider has committed an offence by failing to notify us of a change to the premises. This is an offence unless the provider gives a reasonable excuse. Ofsted does not intend to prosecute on this occasion.

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

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

- improve partnership working to identify each child's development and learning needs and to provide continuity and coherence for children attending several settings. (The assessment arrangements; Learning and Development) 08/01/2010

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

- preview systems for gaining information about children's starting points from parents

- continue to look at ways to increase access to outdoor play
- review the risk assessment to further clarify hazards and preventative measures taken
- review the methodology for recording complaints to improve clarity and improve accessibility to nursery policies and procedures for parents' information.

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

Staff have overlooked the requirement to inform Ofsted of changes regarding use of premises although they are well aware of the need to do so. This involved using an area of the adjacent premises to give children more physical play opportunities on wet days, when it has been difficult to access outdoor areas. As a result of the nursery's failure to notify, children have not been covered by the nursery's public liability insurance when using this area. This is an offence. However, the area was risk assessed by staff prior to use to ensure that risks were identified for child safety. As the provider has given a reasonable excuse, Ofsted does not intend to prosecute on this occasion.

Staff have a good understanding of safeguarding procedures and most have attended child protection courses. Staff understand and follow the procedures. Recruitment procedures ensure that persons working with children are checked for suitability. There are no outstanding safety areas that pose a risk to children's safety. Security is well managed to ensure children cannot leave the premises unsupervised. The risk assessments have not, however, covered risk areas specifically, although general safety areas and checklists have been set up and signed and dated appropriately.

Processes to self-evaluate are not yet sufficiently robust, however, the management team are generally aware of weaknesses in the provision that need attention. In particular, they are working to improve children's access to outdoor play as there is no designated play area within the premises. Future plans to address this and other deficits are likely to bring about improvement to the provision. The owner and manager work together to consider action plans with the staff taking account of parent views and local authority advisor input.

The children's rooms are resourced with good quality equipment that is organised to support children's independent thinking and learning across all areas of the curriculum. Staff are well trained and management have introduced regular in-house training that is valued by the staff group.

The setting takes steps to ensure that all families and children are included in the life of the setting. For example, the setting display at the entrance has a list of different phrases in different languages welcoming people to the group and have developed policies to ensure that the setting promotes inclusion and anti-discrimination.

The setting engages with parents satisfactorily, exchanging information regularly

with them. Although the majority of policies are kept in the office and are available when asked for, they are not directly accessible to parents for their information. The complaints record is completed as required and available to parents on request but is not clear about the nature of the complaint and the outcome. The setting works well with other agencies where this is appropriate for children's well-being and learning and development. No liaison exists with other providers of the EYFS, as required, to provide continuity for the children who attend several provisions.

## **The quality and standards of the early years provision and outcomes for children**

Children are well settled and make good progress in learning and development as staff understand the EYFS and key staff have a good understanding of the unique qualities of their children. Children's achievements are observed and noted by staff who then identify next steps in learning and use this to inform planning. Staff obtain some information about children's starting points from parents but this does not provide in-depth information about children's learning and development at present. As there is no exchange with other settings providing EYFS, assessment does not include this information and children's needs therefore are not fully promoted. Children have good access to various play equipment and activities in their environment. Children can see where their toys are stored as the storage boxes are clear with labels and pictures showing the contents within. Staff plan to give children outdoor experiences everyday and have requested that parents bring in children's wet day clothing to help them achieve this goal. However, if this equipment is not delivered to the nursery, children cannot go outside and so they cannot participate in this important learning event.

Children sit and listen attentively to well read stories where children participate asking questions and repeating well known lines and rhymes, so learning a love of books and stories and beginning to learn early phonics. Babies crawl in their nappies, enjoying painting large pieces of paper together, experimenting with colour and expression, with attentive staff support. Older children use children's educational programmes on computers that have been specially adapted to their age groups so that they become familiar with using a mouse and lower case letters and numbers.

Children feel safe as they form close relationships with staff and other children in the setting. They seek out their friends for play and use the space freely so showing they feel secure. Staff remind children to be careful during play, and involve them in practising fire evacuations, which helps children to learn about keeping themselves safe. They learn to be healthy as they are reminded about everyday hygiene routines, such as washing hands after toileting.

All children recognise and respond to their need for drinks and are able to access water when thirsty. Satisfactory attention is given to providing a healthy diet for children, taking account of children's individual needs and parents' wishes. Children enjoy opportunities for outdoor play and walks and use a range of resources which help them to develop good control of their bodies. Children behave well as staff

carefully help children to learn to cooperate in groups and begin to take responsibility. For example, older children are learning to recycle materials to protect the environment. They also take part in regular charity events to promote an understanding of citizenship. Children satisfactorily begin to learn skills that will help them to be successful in later life, such as numeracy and literacy. A computer is available to older children and electronic toys are available to younger children to help them begin to learn about information technology.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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