

Little Munchkins

Inspection report for early years provision

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EY392543

Inspection date

03/09/2009

Inspector

Coral Hales

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).

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.

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Description of the setting

Little Munchkins registered in 2009. It is situated in a large detached house in a residential area of Fareham, Hampshire. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is open each weekday from 07:30-18:00 for 51 weeks of the year. All children share access to the large garden and soft play area. The baby unit is on the first floor.

A maximum of 50 children may attend the nursery at any one time. There are currently 70 children in the early years age range on roll. This includes 22 children that are in receipt of government funding for nursery education. Little Munchkins currently supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

There are currently 12 members of staff employed to work with the children, of whom 11 hold appropriate childcare qualifications. Some continue to train towards higher level qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiasm and passion of the owners and staff is evident in the way they continue to develop new and innovative ways to improve the outcomes for children. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Staff are well qualified and children are settled and happy in the fully inclusive environment. This ensures that their welfare and learning and development needs are met well and children make good progress, given their age, ability and starting points. Staff ensure that they greet every child by name and show genuine interest in their lives and relaxed and friendly relationships are in place with the parents. Good links with other professionals help to ensure continuity of care for the children.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments including outings clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 30/09/2009

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

- further develop assessments to clearly identify next steps for children's

learning and show progress which can be measured against their achievements. Ensure these are completed consistently and are shared with parents regularly

- provide children with more opportunities to make marks and use writing skills in a range of situations and for a range of purposes in order to support and extend their learning

The effectiveness of leadership and management of the early years provision

Children's safety is maintained, and strong emphasis is placed on safeguarding by the designated person. Robust policies and procedures which are regularly reviewed and carefully managed are shared with staff and parents. Clear vetting procedures are in place to ensure all staff working with children are suitable to do so. The staff have visually risk assessed the premises and garden, although outings with the children have not been fully considered. However, no written records are maintained as required. Comprehensive policies and procedures ensure that children are protected and well supported. Staff are generally well deployed throughout the nursery to support children's learning and welfare.

All children are valued and staff work closely with parents to support individual needs. Staff are very caring and show clearly how they value the families and children and help them to gain a sense of belonging to the setting. Friendly working relationships with the parents and families are in place and all are welcomed individually as they arrive. Parents receive some information relating to the nursery and policies and procedures are shared. There is some written information relating to the Early Years Foundation Stage framework, although this is limited. The planning sheets detailing activities are displayed in the main entrance along with some Early Years Foundation Stage posters. Parents are routinely informed of their child's achievements verbally and observation records are in place, however, these are not effectively maintained and do not clearly show children's progress or identify their next steps in learning.

Effective partnerships are in place with other professionals and outside support agencies. Regular meetings and suitable training ensures that all staff keep up to date with changes and learn new skills. Resources are generally well used although writing and craft areas are not always effectively promoted. Management has a clear sense of purpose about what it is they want to do and continue to build a committed staff team. They value the input of staff and parents and effectively use the feedback to make improvements, for example, opening times have changed in response to parental views. Systems to evaluate practice are generally effective although no formal systems are yet in place.

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

Children are happy and return after the holidays keen to join in and quickly settle to the routine of the day and all behave well. Children have good relationships with

each other and they relate really well to the adults and often go to them for cuddles and help as they need it.

Babies are secure in their surroundings and are actively involved in their play. Staff working with them are skilled at recognising that very young children have a short attention span and therefore activities are changed frequently so that children are fully occupied. Good quality resources are attractively displayed to interest them and stimulate their learning. They enjoy building the wooden train, listening to music and playing out in the large garden. They have fun in the soft play room, equipped with soft shapes and balls and enjoy interacting with each other and the staff, who respond to the babies needs well and offer lots of encouragement and support.

Activities are planned to stimulate children's interests and staff then allow children to further develop their own ideas. Observations and assessments are in place, however these are not consistently completed and therefore do not clearly identify children's next steps in learning and are not used to inform future planning. Most staff have a good knowledge of the learning and development requirements and others are led by more experienced staff. Children make choices about what to take part in. For example, some choose to go and play in the garden whilst others sit quietly and look at books or enjoy using the play dough. They sit together in a group to tell each other about fun times in the holiday, when they for example, stayed in a caravan or visited their relatives or visited exciting places such as theme parks. Children show a good understanding of language which they use well during discussion and staff continually talk to the children and effectively use open ended questions to encourage them to think for themselves. Children show a love of books and snuggle on cushions as they read stories to themselves and enjoy looking at books with staff. Children sit and draw and make marks, however, they have limited opportunities to write for a purpose, such as lists as this area is not always effectively promoted to interest them in the written word. Children have opportunities to develop an understanding of simple working technology and use the computer and role play equipment with confidence.

Children are taught to be safety conscious as they play, with staff helping them by giving gentle reminders, for example, not to run and to sit carefully on the chair. They learn how to follow emergency instructions as they practise taking part in fire evacuations. This equips children with some understanding of how to manage their own safety. Children's health is promoted well and they enjoy healthy and nutritious snacks and meals prepared by the nursery cook. Older children have access to water at all times so that they can help themselves. Staff ensure younger children drink regularly throughout the day. Meal times are relaxed social occasions and allow children to develop suitable skills and develop an understanding of good manners. Regular established routines ensure children learn about keeping healthy with staff supporting the younger children as they learn. Suitable nappy changing systems are in place reducing the risk of cross-infection.

Children have access to the outside area throughout the day and enjoy using the garden accompanied by staff who interact and support the children's learning well. This enables children to develop new skills and well as having lots of fun. They climb up onto the caterpillar, balance on the beams, use wheeled tools and love to

run around the large garden. Successful methods are used to manage behaviour, with clear boundaries set. Children are encouraged to share, take turns and be kind to others. Praise is used well and helps them gain high levels of self-esteem. Children learn to value and respect others, for example, all children say thank you to the cook as they leave the dining room. They begin to learn about the wider world, through stories, role-play and by celebrating festivals such as Chinese New Year with parents joining in to develop staff and children's knowledge and understanding of their culture.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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Annex B: the Childcare Register

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

Met