

# Meadowcroft Munchkins

Inspection report for early years provision

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**Inspection date** 02/03/2010  
**Inspector** Tom Radcliffe

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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**

Meadowcroft Munchkins is privately run. It opened in 2009 and operates from a large hall in a community centre in a residential area of Aylesbury. A maximum of 32 children in the early years age group may attend the setting at any one time. The setting is open each weekday from 9.00 am to 12.00 noon in term time only. All children share access to a secure enclosed outdoor play area. There are currently 45 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Meadowcroft Munchkins mainly provides for children in the local area and currently supports a number of children with learning difficulties and also supports children who speak English as an additional language. The setting employs five members of staff. Of these, four hold appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting has a good understanding of the individual needs of each child and an effective use of key persons which enables children's learning and welfare needs to be given good attention. Children are able to be independent and make choices as they play in a well organised environment and access interesting learning opportunities. The setting has good partnerships with parents and others to support the progress that children make. The provider is starting to make good use of self-evaluation to understand what the setting does well and what may need to be developed. This has allowed priorities for improvement to be set to enhance its level of provision and outcomes for children.

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

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

- develop the use made of assessments to ensure that children's progress towards early learning goals is tracked more fully.

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

The setting has concise policies and procedures in place which are available to all parents and which help to ensure that it is managed efficiently, safely and in the interests of all its users. Staff understand procedures well and consistently implement them which ensures that children are safeguarded at all times. The provider ensures that all adults are vetted for suitability and that staff training gives them a good knowledge and understanding of how to effectively meet children's needs. Children enjoy exploring and play both indoors and outdoors very

safely as all aspects of the setting are risk assessed to ensure that potential hazards are minimised. Children's feelings of security promote their independence and their ability to make decisions about what they want to do. Children's good health and well-being is promoted by staff, for example, in cases of minor injuries or illness.

The provider uses self-evaluation to gain an understanding about the level of service that she provides. This enables the setting to be forward looking as it responds to feedback from parents, staff and children with a clear sense of what it wants to improve. All staff are involved in carrying out the improvement agenda and are very reflective in their work with children. The setting has developed since registration and has already shown that it listens to parents and is willing to modify what it does in the interests of parents and children. The setting values a positive partnership with parents and works with a good understanding of the importance of wider partnerships. This enables the setting to support children's ongoing learning and development, for example, in cases of special educational needs. In addition the setting responds positively to the view of the local authority about its effectiveness and any areas requiring development.

Children are able to play in well-organised accommodation which provides them with space and which is attractive and interesting to them. The setting ensures that children can access a good range of resources which are age appropriate and which support children's all round learning and development. The staff support children sensitively and with great skill as they facilitate their choices making timely interventions to enhance learning, give advice or make suggestions. The setting promotes inclusive practice and recognises that each child is a unique individual with the potential to do well. Children are given a good understanding of their diverse world through the activities that they undertake and the resources that they use. The setting works very well with children who may have additional learning needs as designated staff ensure that needs are identified and that individual plans are in place to meet them.

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

Children's progress is well supported as they access appropriate learning opportunities which are mainly child-led. The setting uses effective processes to establish children's starting points, interests and individual needs. Staff make careful and regular observations on children as they are involved in free play or during adult-led activities. This information is collated to make an individual learning journey for each child which identifies the next steps in their development and builds on what they can already do. This approach and the role played by key persons impacts very positively on children's play experiences and provides them with interest and challenge. However, staff do not always use the assessment information that they have available to track children's progress towards early learning goals. Staff support the individual choices made by children very well, for example, as they use musical instruments outdoors, play with a large range of mark making equipment and enjoy painting pictures. Children respond very well to adults and will listen to their suggestions, take part in conversations about their

play and happily answer questions. When playing in small groups with adults children are able to develop their understanding of mathematical ideas and learn more about letters and their sounds. Staff undertake unobtrusive assessments which help them understand the individual needs of each child. Children independently use role play equipment and devise a range of imaginary situations and they also enjoy sharing books and using jigsaws and puzzles. While using a very good quality outdoor play area children are able to practice their balancing skills and develop their basic coordination and dexterity. Children are also able to access computer equipment and very enthusiastically undertook activities using a laptop computer. The setting has a good understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and first hand experiences.

Children's welfare is promoted very well by the setting. All children are safeguarded and they have a good grasp of how to keep themselves safe as they play as well as considering the safety of others. Children's behaviour is good as they readily share resources, take turns and take time to listen to each other and share their ideas. Staff manage the play environment very well with a very positive attitude and with patience and consistency. The setting allows children to have an understanding of the varying needs of other children, for example, that younger children may have a different range of abilities as may those who use English as an additional language or have additional learning needs. Children of all ages are able to be engaged in their play for an appropriate amount of time and are learning that different activities require different responses, for example, when having a snack or when playing outdoors.

Outcomes for children are promoted very well by the setting. Children enjoy their play as they make choices; enhance their all round skills and talk to adults. Children play with a sense of freedom as they explore what is available to them and direct how they spend time in the setting. Children feel very safe and receive good advice from adults which enables them to take risks safely and behave in a way which maximises their safety when outdoors. They also have very secure and trusting relationships with adults which boosts their self-esteem and confidence. Children learn about healthy life styles and choices as they talk about what they eat and enjoy taking part in physical exercise. In addition children respond well to challenge and the expectations that staff have of them. Children acquire skills and abilities which are appropriate to their age and their progress ensures that most children are prepared well for future learning needs.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### 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>	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