

Munchkins Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Munchkins Nursery is privately owned and located within the grounds of a private school, Demeter House, in Brigg, North Lincolnshire. There are three playrooms, one is for babies and the other two are for children aged between two to five years of age. Toilet and nappy changing facilities are also provided, alongside a kitchen.

The provision is registered by Ofsted on the Early Years Register to provide care for 20 children under the age of five years and there are currently 13 children on roll. The nursery provides funded early education places.

The nursery employs four permanent members of childcare staff; the manager has attained Early Years Professional Status and the remaining staff all hold appropriate childcare qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This friendly and homely nursery meets children's individual needs and helps them to make steady progress, although there are minor weaknesses in the learning programme. Children's welfare is effectively promoted and most records are accurately maintained. Strong links are developed with parents and carers, who are actively involved in their children's learning. Suitable partnerships with other agencies support the work of the nursery. Management have a clear understanding of the strengths and areas for development in the setting and make continual improvements based upon purposeful reflective practice.

What steps need to be taken to improve provision further?

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

- improve record keeping by ensuring children's full names are always recorded on the record of attendance and the wording of the permission to seek emergency treatment or advice is accurate
- improve staff knowledge of how to promote problem solving, reasoning and numeracy and ensure this area of children's learning is effectively assessed
- ensure children's learning needs are met when children use areas that are not their usual base room.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because there are thorough appointment procedures to ensure all staff are suitable to work with children. Effective risk assessments of all aspects of the nursery ensure any potential risks are identified

and minimised. All staff have undertaken training in safeguarding children and are alert to any signs and symptoms that would cause them to be concerned about a child's welfare. This knowledge is supported by a robust procedure which would be followed should there be any concerns. Most records which promote children's welfare are very accurately maintained and well organised, although there is a minor weakness in the record of children's attendance as their full names are not always recorded and the wording of the written permission obtained from parents to seek emergency medical treatment or advice in the future is not accurate.

This is an ambitious nursery with a staff group who have plans to undertake degree level qualifications and who attend relevant training. Some examples of training recently completed has helped staff to improve their knowledge of food safety, safeguarding children and special educational needs. Evaluation is very effective in identifying areas for development and includes the views of parents and the interests of children. One example of the many improvements the nursery have made since opening is the development of the two outdoor areas to allow children access to daily outdoor play opportunities. The setting have also started to implement the 'Every Child a Talker' programme. The nursery is effective in obtaining good information from parents, which helps them to meet children's individual needs, and parents' wishes are carefully followed with regards to ensuring children's routines are met. This means that children are more likely to be content and settle easily. Children are helped to understand differences in the society they live in through taking part in activities, such as tasting foods from other cultures and the celebration of festivals from around the world. Children receive good support from staff as they play and they can access a suitable range of resources, both indoors and outdoors. By taking part in activities, such as planting, children start to learn about the importance of sustainability.

Effective relationships are developed with parents, who are very happy with all aspects of the service. They receive good quality information at enrolment and there is a wealth of displayed information available to them on a number of subjects, including the Early Years Foundation Stage. Parents' views are often sought, for example, when creating menus the parents were asked by the setting to complete a questionnaire about their child's food preferences. Parents are welcomed into the setting and planned events, such as sharing a lunch with their children, helps them to meet other parents and feel more involved. Children's achievements are shared with parents at formal and informal meetings and they receive a half-termly summary of their child's progress. Parents are invited to share information about their child's achievements at home and staff use this information to inform planning. The nursery liaises with the local authority and implements any improvements that are suggested. They understand the need to work closely with other settings children may attend in the future.

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

The nursery has a secure family feel where children learn to share and support each other. For example, older children help babies and toddlers by finding their coats and shoes when it is time for outdoor play. Children's individuality is

acknowledged; they have a named peg where they hang their coats, their birthdays are displayed and all routines are respected. Children play in a suitable learning environment that many explore with interest and they are for the most part actively supported and encouraged as they play. However, older children when spending time in the younger children's play area are not always effectively challenged or interested in play. The planning suitably supports individual children in their learning, with staff using observations of children as they play to inform future planning. Individual next steps for progression are clearly identified and changed on a weekly basis. Most areas of learning are suitably assessed over a period of time, however, staff knowledge of how to effectively promote problem solving, reasoning and numeracy is limited and so this area is not regularly assessed. This impacts upon children's progress in this area of learning.

Children are effectively helped to learn about the benefits of adopting a healthy lifestyle. They are all active, both indoors and outdoors, and have suitable equipment to support this. Toddlers are very competent when using see-saws, for example. Hygiene routines are good and protect children's good health as they learn the importance of hand washing at all appropriate times. Staff are sensitive to the privacy of children and have created a curtained nappy change area. Routines help to reduce the risk of cross-infection, such as cleaning the nappy mat thoroughly, washing staff hands and also careful preparation of tables before snack time with antibacterial wipes. Meals and snacks are freshly prepared and are wholesome and nutritious. They include items such as banana and grapes and lunches of savoury rice with chicken, fruit or yogurt. Routines are well managed and do not restrict children's play, such as snack times, which are sociable but brief.

Staff help children to learn about how to keep themselves safe. They carefully sweep up sand and tell children why they need to and make sure they use age-appropriate chairs at snack time. Children are confident around the area and toddlers learn to safely negotiate the step from indoors to outdoors. Young children concentrate well, for example, as they complete a shape game. There are planned, adult-led activities which challenge young children's thinking appropriately. Through discussions and sharing books and stories, children's language development is promoted. Mark making opportunities are available indoors and outdoors and young children particularly enjoy using chunky chalks. Children play with a suitable range of small equipment which helps them to develop technological skills for the future. Children's interests are at the heart of the planning process and older children enjoy exploring mini beasts and noticing changes as tadpoles grow. A sensory garden in the outdoor area is currently being developed and children show an interest in smelling the fragrance of the plants, such as lavender. Children's awareness of the natural environment is effectively fostered because the setting have created a wild garden which attracts insects. The planting and caring for vegetables, such as, beetroot, carrots, onions, tomatoes and peppers, promotes many areas of learning and also helps children learn about where the food they eat comes from.

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?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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