

Munchkins Childcare and Education Centre

Inspection report for early years provision

Unique reference number

EY276649

Inspection date

12/03/2012

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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 Childcare and Education Centre is committee run under Sure Start BHT (Birley, Holmewood and Tyersal). It was registered in 2004 and offers full day care and wrap around care. It operates from two rooms in a purpose-built building within the grounds of Fearnville Primary School, in a residential area of Tyersal, a suburb of Bradford. A maximum of 26 children aged from birth to under five years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6pm for 51 weeks of the year. There are currently 42 children on roll who are all within the early years age group. A total of 16 children are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are nine members of staff including the manager, who work directly with the children. Of these one member of staff holds a B.A. in Early Childhood Studies and Early Years Professional Status, one holds a qualification at level 4 in early years, three hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The setting also employs two members of staff who are unqualified apprentices. The setting receives support from the local authority and is a member of the National Day Nurseries Association. The setting has also been awarded the Bradford Inclusion Quality Standard.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and enjoy a wide range of interesting and enjoyable activities which cover most areas of learning well. Their individual needs are well met through good planning and observation systems. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Most records, policies and procedures are implemented effectively to promote and safeguard children's welfare. Information is effectively shared through good partnerships with parents, carers and with other professionals. The setting uses self-evaluation and internal review systems well to ensure their service is continually improving.

What steps need to be taken to improve provision further?

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

- ensure that regular evacuation drills are carried out
- develop further a range of everyday objects for babies and young children to explore and investigate.

The effectiveness of leadership and management of the early years provision

The staff team ensure the safety and welfare of children because arrangements for safeguarding are clearly understood by all staff. Effective recruitment and employment procedures are in place to ensure staff are appropriately vetted. Policies and procedures are reviewed on a regular basis to ensure they are up-to-date and most work well in practice. However, regular fire drills are not undertaken which allow every child to experience emergency evacuation procedures. Due to staffs' knowledge during evacuations at other times this has minimal impact on children's safety. All other records relating to the children are in place, of a good standard and organised to respect confidentiality.

Staff ensure that the environment is always safe through detailed risk assessments and daily safety checks. The management team are actively involved within all aspects of the setting and are fully committed to achieving a high level of service. This is demonstrated by staff undertaking continued professional development training to update their skills and knowledge. The recommendations raised at the previous inspection have been successfully addressed, which has a positive impact on improving outcomes for children.

Staff have created a friendly and welcoming environment. A good equality and diversity policy outlines a commitment to promoting an inclusive practice, which all staff implement well. Children with special educational needs and/or disabilities and those who have English as an additional language are well supported.

Effective systems are in place to work alongside the onsite school, parents and carers to ensure the progression, continuity of learning and smooth transition of all children. Partnership with parents and carers is given a high priority. For example, parents and carers are well informed about their children's achievements and take an active part in the running of the setting. Parents and carers are complimentary and talk positively about the setting and the staff.

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

Children thoroughly enjoy the time they spend at the setting. Staff use what they know about children's interests to plan activities that children clearly enjoy and promote their independence. Children are learning how to be considerate individuals with a desire to participate and achieve. Their personal, social and emotional development is fostered well due to the strong positive relationships built up between staff and children. As a result, children's behaviour is good. Children are developing their independence through tasks such as choosing toys and equipment for themselves. However, opportunities for babies and young children to explore and investigate everyday objects are less well developed.

Staff provide a wide selection of resources to support children's communication, language and literacy skills. For example, the relaxed environment means children

easily adopt roles and play imaginary games. In the outside area children transport resources in a wheelbarrow pretending to be a builder.

Children's creativity is supported through a wide range of role play equipment, mark making resources and a good range of art materials and media. For example, children use recycled materials to create models and plant seeds and bulbs in the digging and gardening area outside.

Children have fun and enjoy the outdoors where they freely choose activities to develop their creative and physical skills. For example, children enjoy using the wooden climbing frame, accessing the secret garden to read books and playing with the rabbit that runs freely amongst children as they play.

Children's numeracy skills are well supported through a range of activities. For example, children use shaped construction bricks to build models, number lines to gain an understanding of number ordering and sing number rhyming songs. Children are valued and engage in a good range of planned activities and experiences, which help them to learn about their own and others customs. Children learn how to stay safe through themed activities and ongoing discussions. For example, children remind each other not to leave the tap running in the bathroom and how to move around the setting sensibly.

Staff provide healthy snacks and the children show a good understanding of healthy eating and exercising as part of a healthy lifestyle. Children have good opportunities to use information and communication technology. Resources available include a computer with touch screen technology, camera, cassette, music centre and video camera. Such positive experiences support children in developing skills for the future.

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

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	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	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

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	3
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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