

# Munchkins Kindergarten

St Peters Lodge, Priory Road, Spalding, PE11 2XA

<b>Inspection date</b>	09/10/2012
Previous inspection date	03/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have good knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage and have implemented the changes well.
- Staff have high expectations for children's attainment and support children well so that they all make good progress with their learning and development.
- The owner and staff share an ambitious vision for the improvement of the provision and work well as a team to drive continuous improvements that are well targeted and prioritised.
- Partnerships are firmly embedded and promote continuity for children's learning and development from home and from other settings, including children with special educational needs and/or disabilities or for whom English is their second language. This helps with their transition and readiness for school.

### It is not yet outstanding because

- The induction process does not clearly identify the staff with specific designated roles to new members of staff.
- Parents are not fully involved in the process of self-evaluation.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises and observed children indoors and outdoors.
- The inspector had ongoing discussions with the manager, key persons, parents and children.
- The inspector sampled policies, including risk assessments and child protection and children's records.
- The inspector held discussions with manager/provider about their understanding of the changes to the Early Years Foundation Stage and their self-evaluation.

## Inspector

Anne Barnsley

## Full Report

### Information about the setting

Munchkins Kindergarten is a privately owned day nursery which opened in 2007. The provision operates from a two storey listed lodge in the centre of Spalding and serves the local area. The pre-school uses a renovated building next door. The nursery is registered on the Early Years Register to provide care for a maximum of 68 children in the early years age group. The nursery is also registered on both the compulsory and the voluntary

parts of the Childcare Register. There are currently 76 children on roll. The nursery is open each weekday from 7am to 5.45pm all year round, except for one week at Christmas and bank holidays. Children attend for a variety of sessions. Children share access to an outdoor play area. The premises are accessed by a low step at the front entrance and via a ramp at the rear entrance. The nursery supports a large number of children who speak English as an additional language and also some children who have special educational needs and/or disabilities. The setting is in receipt of funding for early years education.

The setting employs a total of 13 members of staff, including the owner who works as the business manager. All staff hold recognised childcare qualifications. The setting receives support from a teacher advisor from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve the induction of new staff by ensuring that they are fully aware from the outset of every member of staff who has a designated and specific role in the provision
- improve systems of self-evaluation by ensuring that parents have the opportunity to be fully involved in this process by actively seeking their views.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff at the setting have a good understanding of the seven areas of learning and plan a range of activities that are interesting and challenging, both indoors and outdoors. There is a good balance between adult-led and child-led activities and children are confident to make their choices about what they want to do. Outdoor learning is as well planned for as indoor learning and covers all areas of learning, which enriches children's experiences. For example, there are story mats and puppet mats outdoors, which staff have planned and organised to provide continuous learning opportunities. Children move between the activities as they decide or they play games with each other with bats and balls or work in the construction area. Staff make the most of opportunities to support children's communication and understanding. For example, by using stories and puppets outside and by becoming involved in children's imaginary play, posing questions to encourage them to talk about what is happening. For example, they extend children's learning as they play in cars, on the painted road, by playing road safety themed games and asking what should happen. Furthermore, staff plan individual activities to support children's language skills based on their interests. The small group sessions and larger group sessions, such as

circle time and singing times, while children wait for their lunch, provide children with good opportunities to talk about things they are interested in and to choose songs they like best. This develops children's confidence with talking as they feel valued and listened to. Younger children thoroughly enjoy opportunities to open the flaps in books and see for themselves what is hiding underneath. Children take part in many activities to support their awareness of mathematics. Older children enjoy regular opportunities to measure things in their environment and all children have good opportunities to learn about shapes, colours, size and quantities. For example all children use sand, water and different media, such as, pasta to learn about quantity. They count how many children are present at lunch time and how many dinners have been prepared. They work out if this is enough or if they need more. They take away the number of children who have brought packed lunches.

Children learn a lot about the community they live in as they often go out and about in the area. They join in with local events, most recently the 'Pumpkin Parade', which is an important day in the town. The children were chosen to decorate the shop windows for this event so that the town could all enjoy joining in with a game of looking for the Meercats that shop owners hide in their shop windows. Children eat pumpkin soup and pumpkin cake and learn where pumpkins grow. Staff extend this well into activities about healthy eating and different types of fruits and foods from around the world.

Staff have high expectations for children and plan activities very well to help them make progress in the different areas of learning. Staff know the children well and plan tailored activities for their individual learning. This also includes the way in which they focus on children's individual needs in planned, group activities. Regular, purposeful observations are made of children and the planning is continuously assessed to make the necessary changes as children achieve. Staff complete initial assessments of children's starting points using their own observation process. Parents are fully involved from the start by completing 'All About Me' information and then by sending observations from home of any 'Wow' moments, which staff add into their planning. Parents receive useful information about children's daily and long term progress at the setting and of the individual plans that have been put in place to support their child's progress. Parents are involved in completing the two year progress check for children, which a designated member of staff devised, and has been in use from the introduction of the new Statutory Framework for the Early Years Foundation Stage. Many parents spoken to all say they are extremely pleased with the useful development records that give them a clear picture of how their children are making progress and how well staff involve them. They all feel that this helps them greatly with carrying on children's learning at home.

### **The contribution of the early years provision to the well-being of children**

Children receive very attentive care and support from their key person when they are settling in. Staff sensitively reassure children that their parents will return later in the session, which helps them to develop their trust. Staff follow the child's home routine and preferences for play, providing them with the toys and activities they know children like. They use the information that parents have given them very well to help settle children, especially in the baby room. For example, using a swinging cradle for some babies to help

them sleep. They remain close by as children explore the environment and constantly reassure them so they quickly form strong bonds with their key person. The environment is warm and welcoming to children and the baby room is equipped with home style furniture to provide a secure home from home room. Babies have their own cots and bedding so that they settle well when they go for their sleep. Staff sit on the floor in the baby room so they can interact with them at all times at their level and they sit with all children at meal times to promote their social skills and engage in conversation. Consequently, children are secure and display a strong sense of belonging. They enjoy their time making friends with the other children and the staff and, as they gain in confidence, they become increasingly independent and make their own decisions, which contributes well to the skills they need when they move on to other settings.

Children behave well as staff are good role models and use creative methods to help children's understanding of being kind to each other. For example, during imaginary games staff encourage them to be kind by inviting other children to join them when they show interest in their game. They are praised for their kindness and their good behaviour throughout the day, which helps to increase their confidence and self-esteem.

Children thoroughly enjoy playing outdoors in the large garden. They make good use of play opportunities and practise movement skills as they use bats and balls and tools with care and precision. Children enjoy having the space to play energetically as they run, cycle, balance and climb. Consequently, by lunch time they are ready for lunch and eat very well. They are very well nourished with freshly made, home cooked meals. Younger children, and children who originate from other countries, happily experiment with new foods and independently help themselves to foods they have not tried before.

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

The management team monitor the programme of activities very well and ensure staff plan a broad curriculum. A manager has been appointed specifically to oversee the educational programmes and to cater for staff training around children's learning and development. Consequently, the organisation of the educational programmes is continually evolving. Staff have successfully introduced the seven areas of learning and the two year old progress check into the daily routine. They work flexibly as they monitor children's interests and involvement in activities. Daily discussions take place to evaluate the success of the activities provided and regular staff meetings further ensure the quality of these. Consequently, children make progress towards the early learning goals as staff have a good understanding of how well they are learning and developing. Staff confidently assess children's individual needs and provide secure support which helps them make progress, especially with their language development. All children are assessed for their language skills in English and this ensures that any speech delay or need for support is identified at an early stage. The management team have a clear understanding of how to access external help from outside agencies to promote children's learning and development.

The management team have clear plans for making improvements through self-evaluation and continual monitoring of practice. They have successfully met the actions and

recommendations that were raised at the previous inspections and in doing so have improved the quality of the provision for children. In addition to this they have made significant self-initiated improvements. For example, the provision now has a new building for the sole use of the pre-school children and this has been totally renovated and transformed into a warm and welcoming learning environment. New staff have been appointed, such as, an additional manager who is responsible for the quality of the educational programme. The outdoor area has been extensively developed and provides children with enriched learning opportunities. The setting has been awarded the Healthy Childcare Award for the quality of its food and achieved a five star rating for its standard of health and hygiene. They have a clear picture of their strengths and weaknesses and appropriate plans for future improvements. Consequently, there is a clear drive for continual improvement and challenge. However, they do not have a system in place to involve parents in this process so that their views are not effectively monitored nor do they contribute to future developments.

The management team provide good opportunities for staff development through regular training and support. Staff have regular one to one meetings and all fully participate in biannual appraisals and staff meetings. Recruitment processes are thorough and induction takes place for all new staff. This requires new staff to be fully conversant with all policies and procedures. However, the induction process does not enable them to immediately identify who the designated members of staff are with specific roles, such as, safeguarding, behaviour management and special educational needs and/or disabilities. This may impact adversely upon children's care and educational development.

Partnerships with parents, schools and other professionals are very well established. Parents report that their children look forward to attending the setting each day. They have noticed that their children have made progress here and find the summaries of their development very helpful, especially for children moving to school. They are pleased that staff want to know about their individual interests and find ideas to support their learning at home are helpful. All parents comment on how well they are included in the provision, either by helping to share their skills with the children in the provision, attending parent Saturdays or participating in the book bag and 'Teddy Bear' schemes. Mostly, all parents say that the reason they are so happy with this provision is because the staff are extremely warm, approachable and supportive. Joint visits take place between the four local schools and the provision, which ensures that staff are well equipped to prepare children for school. The manager attends all cluster meetings and knows the teaching staff in the schools well. Schools are provided with comprehensive information about the children who are moving and this greatly supports children's transition.

The management team clearly understand their responsibilities to safeguard and protect children. Safeguarding procedures are shared with all staff during induction and are updated through staff meetings. Staff clearly understand their responsibility for reporting any child protection concerns and ensuring these are reported to the appropriate agencies. They all fully understand that they have an individual responsibility and duty to ensure that any concerns they have are acted on so that children are protected and safe.

The requirements for the compulsory part of the Childcare Register are **Met**  
 The requirements for the voluntary part of the Childcare Register are **Met**

**What inspection judgements mean**

**Registered early years provision**

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

**Inspection**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY358868
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	820980
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Munchkins Kindergarten Ltd
<b>Date of previous inspection</b>	03/12/2008
<b>Telephone number</b>	01775 718708

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their



Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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