

# Munchkins Pre-School Maidenhead Ltd

St. Lukes Primary School, Cookham Road, MAIDENHEAD, Berkshire, SL6 7EG

<b>Inspection date</b>	15/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	Not Applicable	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

- The pre-school has friendly, welcoming staff, who promote positive and trusting relationships with children and parents.
- Children benefit from a broad range of resources and an carefully planned environment, where they initiate their own play and ideas.
- Children make steady progress in their learning and development in relation to their starting points. The pre-school staff monitors children's progress closely and identify their next steps in learning effectively.
- The manager provides an effective role model to the staff team. Processes to support staff development are strong and they use new skills to benefit children.

### It is not yet outstanding because

- The pre-school does not fully reflect the range of home languages that children speak, such as through displaying and using words other than in English.
- Staff do not always teach children to use resources in the best way, in order to learn how to keep themselves safe.

## 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 observed activities and play experiences available to children.
- The inspector observed interactions between children and with the staff.
- The inspector spoke to some parents about their views and opinions about the pre-school.
- The inspector asked staff questions about their work.
- The inspector sampled the pre-school's paperwork, such as some policies and procedures, children's progress records and information available to parents.

## Inspector

Sheena Bankier

## Full Report

### Information about the setting

Munchkins Pre-School originally started running in 1992 and in 2007 re-registered as a limited liability partnership. In 2012 it re-registered as a limited company under the name of Munchkins Pre-School Maidenhead Ltd, being owned by a company of the same name. The pre-school is situated in a purpose built building within the grounds of St Luke's Primary School in central Maidenhead. The pre-school is registered on the Early Years

Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school offers 50 places to children aged from two to 11 years of age. It is open each weekday from 9am to 3pm during term-time, offering morning or afternoon sessions or full day care. The breakfast and after school club operates from 8am to 9am and from 3pm to 6pm for children attending the pre-school and St. Luke's School. There are currently 64 children on roll in the early years age group. Early years funding is available to children who meet the criteria from two years of age. The pre-school supports the needs of families in the surrounding area and the intake of children reflects the make-up of the community. It currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs nine members of staff, including a cleaner. Of these, seven staff, including the manager, hold recognised early years qualifications.

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

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

- promote children's further understanding of keeping themselves safe, for example, by using the play resources appropriately
- support children's further awareness of languages other than English, such as using and displaying home languages of children in the setting.

### **Inspection judgements**

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

Children benefit from a broad range of useful play experiences and activities. These effectively cover the areas of learning in and out of doors. All children make worthwhile progress in their learning and development in relation to their starting points. Staff interact with children warmly and encourage their learning well. They motivate children to participate, and provide good support. For example, staff patiently help children to use scissors effectively. This support enables children to develop their skills. Children demonstrate a strong sense of curiosity and are motivated to learn. For example, children show a keen interest in the ice they find outdoors.

Staff gain good information about children's starting points on entry to the pre-school. This enables them to consider well how to promote children's learning and development further. Staff undertake regular observations and summaries of children's progress, including two year checks. They share these with parents and provide daily informal

feedback. This enables the pre-school and parents to work together consistently to support children's learning and development. The pre-school gains some good information about children's home languages. This includes some key words that children and families use. Picture cards promote communication and understanding well with children who speak English as an additional language. The pre-school have dual language books that reflect children's home languages. However, there is little use of home languages by staff or in displayed text around the environment, such as using greetings or displaying words in languages other than English, in order to help all children understand that families differ as well as possible. Children with special educational needs and/or disabilities benefit from effective support. The pre-school puts in place individual educational plans for children, to promote their learning and development strongly.

There are effective arrangements in place to support moves to and from the pre-school. Children benefit from settling-in visits, and the pre-school gains good information from parents about children's needs. When children move onto full-time school, the pre-school management encourage teachers to visit them. This system enables children to meet their teacher in a familiar environment. The pre-school positively encourages children to be ready for their next stage in learning. For example, children develop strong independent skills as they change their shoes on arrival and put away their belongings. Named pegs and trays, and the self-registration system encourage children to recognise their names. Children write for a purpose often, such as making a list of names to take a turn on the computer. This task enables children to develop good skills to support them when starting formal education.

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

Children are happy, settled and confident while at the pre-school. The staff support new children well and provide warm, kind care and attention. This enables children to form positive and trusting relationships with staff. Staff demonstrate an in-depth understanding of children and their backgrounds. This knowledge enables them to meet children's needs effectively. Children develop friendships with each other and play cooperatively. For example, a group of children play imaginatively together and share ideas. Children, who attend the out of school facility, benefit from a relaxing, friendly, welcoming environment and atmosphere.

Staff provide consistent reminders and guidelines to support children's behaviour. The pre-school promote sharing and turn taking well, such as by using a sand-timer. Staff provide warm praise and encouragement to children. This supports children's good levels of self-esteem. Children help each other, for example, when putting on their coats. Sometimes do not demonstrate a full understanding of their safety. Some children put pieces of play-food into their mouths, for example. Snack time promotes children's independent and social skills well. Children sit together in a small group, and pour their own drinks and spread butter on their toast.

Children enjoy spending time outside in the well-equipped play area. The pre-school staff also have access to a woodland area and undertake local outings, such as walks to the

library. This means children benefit from regular fresh air and physical activity. The pre-school staff invite visitors in to talk to the children about keeping healthy, such as dental health. This promotes children's good understanding of caring for themselves. Cooking activities support children in understanding the importance of eating well; for example, children help make soup, which they then eat.

Children gain a good sense of belonging as they have named pegs and trays for their possessions. Children have access to a good range of stimulating resources, such as modern technology equipment. Children enjoy experimenting with torches, calculators and phones. Toys and resources are stored effectively at a low level and have a picture and word label on the containers. This system helps children to identify the contents easily, supporting them in making independent choices. Staff provide a warm, welcoming environment to children, parents and visitors.

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

The pre-school leadership and management understand their responsibilities to comply with the requirements of the Early Years Foundation Stage. All required policies are in place and these are shared with parents. Staff demonstrate a strong understanding of safeguarding children. They have an effective understanding of safeguarding issues. They have a strong understanding of the procedures to follow in the event of concerns about children's welfare or staff practice. Recruitment procedures are robust. References and checks are sought prior to employment in relation to staff suitability to work with children.

The pre-school leadership and management monitor their provision effectively. They regularly evaluate their environment and children's learning. They identify improvements for their pre-school that will benefit children and families. All staff contribute their ideas and are encouraged to provide their feedback. The pre-school seek parents' views and opinions, such as through parent questionnaires. Staff take good account of children's interests and consider these effectively to support children's learning and development. This monitoring supports the good self-evaluation processes. Staff have regular meetings and an annual appraisal to monitor their practice. They undertake regular training to promote their continuous professional development and support identified improvements. For example, some staff have undertaken 'forest school' training. This training links to the pre-school's identified improvement to enhance children's learning outdoors. The manager provides an effective role model to the staff team. She skilfully interacts with children to extend their learning and development, supporting their progress strongly.

Effective partnerships with parents are in place. At the inspection, parents spoke highly of the staff and pre-school. Good information is available to parents. This includes a parent information pack and information on display, such as photo boards relating to the areas of learning. The pre-school work very closely with other parties, for example, health professionals who support individual children. This support enables the pre-school staff to develop a thorough understanding of children's individual needs and the support they

require.

### The Childcare Register

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>	EY450102
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	808080
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Munchkins Pre-School Maidenhead Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01628 770877

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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