

Little Munchkins Childcare Providers

5 Darwin Street, Castle, NORTHWICH, Cheshire, CW8 1BT

Inspection date

Previous inspection date

21/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions, within the setting and to other settings and schools.
- The nursery staff have a very friendly and inclusive approach helping everyone feel valued. As a result, children are very confident and independent individuals.

It is not yet outstanding because

- There is scope to further improve the monitoring of planning that staff carry out, to ensure it is always sufficiently precise and consistent, to show that children will remain challenged and interested in their activities at all times.
- There is sometimes a lack of consistency within the key person system to take account of children's emotional attachments to staff. As a result, some children, occasionally, spend some of their time with staff who are not always fully aware of their next steps in learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the four indoor activity areas during the inspection.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the provision.
The inspector looked at children's records, planning documentation, the evidence of suitability of practitioners working in the provision and a range of other documentation.
- The inspector gave feedback to the owner and the manager.

Inspector

Ron Goldsmith

Full Report

Information about the setting

The Little Munchkins Childcare Providers nursery was registered in 2012 on the Early Years Register. It is situated in premises in the Castle area of Northwich, Cheshire. It is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from four main play rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of child care staff. Of these, six hold appropriate early years qualifications at level three. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the monitoring of tracking and planning so that it is consistent and thorough, to show that activities continually challenge and interest children
- enhance the key person system to further improve support for individual children by creating greater consistency when matching children to key persons and taking account of children's emotional attachments to staff and their learning.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements within the Early Years Foundation Stage. They recognise how children learn through play and implement planned and stimulating experiences based on individual children's interests. Consequently, children are making good progress in all seven areas of learning. Staff continually record observations of what the children are achieving and track their progress using the publication 'Development Matters in the Early Years Foundation Stage'. Staff refer to the seven areas of learning when assessing what children have learnt. This enables them to effectively plan for each child's next steps so that they continue to make good progress in their learning and development. However, the monitoring of tracking and planning is not always sufficiently precise and consistent, to show that children will remain

challenged and interested in their activities at all times.

The setting is well prepared to undertake the progress check at age two because it is a natural development of the observations and records that are already kept. Staff are being trained in how to complete this assessment and have appropriate documentation in place. Parents are encouraged to contribute towards their child's assessments through discussions with staff and documenting significant moments of their child's learning. These help to influence planning so that children access play activities of their choice. Information about children's individual likes, dislikes and starting points is obtained from parents and information about the day's events is shared with them at the end of the session and through daily diaries. This enables parents to be fully involved so that they can help support children's learning at home. Where children have special educational needs and/or disabilities, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met and they make good progress.

Staff support children's learning in their play. They extend their learning through skilful and sensitive use of questions to make children think. Staff work cohesively together as a team. They work skilfully with the children, join in their conversations and share their interests. They ensure there are good resources available for them, close at hand. As a result, children are learning to make independent decisions and become absorbed in their activities and begin to develop good concentration skills. For example, they wait patiently for their turn to make glitter stars, skilfully handling the materials, which will help them to create the desired effect. Children confidently tell staff they can 'do it for themselves'. Well-stocked reading areas are available and children enjoy story times and group activities that encourage them all to be responsive and cooperative. These activities support children's early language development and their personal, social and emotional development.

Opportunities for children to be active and develop their physical skills are provided in all weathers. Staff ask children open questions to encourage them to think and problem solve. Children have some understanding of simple mathematical terms, such as next to, or more than. They recognise shape, colour and pattern, confidently putting together jigsaws. Children make good friendships and enjoy activities in small and larger groups as well as playing on their own.

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

Children's behaviour is good and their sense of belonging and safety is demonstrated by their familiarity in routines and their confidence in the adults in the setting. The key person system is, mostly, effective and sensitive to the needs of all children and staff know children well. However, staff are moved between rooms too frequently. As a result, although, secure attachments are formed, which promotes a good level of well-being, staff deployment disrupts consistency in the key person system. Occasionally, this results in children's next steps in learning not being as well planned for as possible. Practitioners

offer reassurance and cuddles if children need it. Strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Staff encourage children to explore their environment individually. In this way their early investigative and curiosity skills are promoted through the use of a wide range of resources.

Children demonstrate high levels of confidence and self-esteem as they move freely around the setting, cooperate with peers and are keen to share their activities with practitioners and other adults. They are learning to negotiate and cooperate and to share and take turns in their play. Staff offer children reassuring support if they hurt themselves or upset others and this helps children to feel comforted and supported. Staff encourage children to share and take turns. In this way children develop a good understanding of how to be kind, thoughtful and considerate. Praise and encouragement from staff ensures children develop high levels of self-esteem.

Children begin to develop good self-help skills, such as helping themselves to water if they are thirsty, and, generally, are becoming more independent in their toileting routines. They have a healthy snack at mid-morning, using the opportunity as a social event where they choose who to sit next to and talk with. Staff plan energetic physical exercise for children when they go outdoors and there is a good variety of toys and resources for them to access. These activities provide children with a foundation for developing a healthy lifestyle. The well-resourced environment and knowledgeable staff support children's development and promote their growing independence. This is especially important as children become older and prepare to move into school. Good partnerships have been established with the local school and other providers. The well-organised support provided by staff at this time means that children have a positive transition.

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

The management team have identified a number of priorities for the setting through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement. For example, they retain staff more effectively than previously, partly through providing up-to-date training, such as training in the Early Years Foundation Stage. The management team monitor staff performance formally through supervision and appraisals and informally through observation of practice and discussion. Students and new staff are asked to shadow more experienced practitioners and are supported to learn about their role under close supervision. Staff feel supported and their professional development is considered. Training needs are discussed at supervision meetings and arranged to positively impact on staff performance.

The setting has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report any concerns appropriately. Robust recruitment procedures ensure all staff are suitable to work with children. Risk assessments are completed for the premises and for all outings,

to help monitor and ensure children's safety. Staff have a secure knowledge of the Early Years Foundation Stage, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are tracked towards the early learning goals, to monitor their progress, although this is not always done consistently.

Educational programmes are planned to ensure that children have opportunities to progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. All children's individual needs are valued and their positive development is fostered well during their time at the setting.

Children are well prepared for the next stage in their learning and development as the setting supports them in making the transition to school. Children develop confidence in various social situations, which prepares them for moving on. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development and effectively promotes continuity of care and learning.

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 action. 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

Unique reference number	EY457601
Local authority	Cheshire West and Chester
Inspection number	894067
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	44
Name of provider	Little Munchkins Childcare Providers Ltd
Date of previous inspection	not applicable
Telephone number	0160676644

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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, which are usually the childminder's 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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