

Munchkins Nursery

The Bungalow Demeter House School, Bigby Street, Brigg, NORTH LINCOLNSHIRE, DN20 8EF

Inspection date

17/06/2013

Previous inspection date

19/11/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in the setting because there are suitable arrangements in place to make sure they build attachments with their key person.
- Positive partnerships with parents and carers are established to appropriately support children's care and education.
- Children behave well and are confident because staff provide clear guidance and consistently praise and acknowledge their achievements.

It is not yet good because

- Some practitioners are not aware of the importance of focusing on the three prime areas of learning for younger children. This means that children are not always provided with appropriate activities to successfully promote their individual learning.
- Recording of information about the child is not specific enough to meet regulations, which does not fully ensure children's safety.
- Staff do not always extend children's learning in the area of communication and language by providing opportunities for them to listen and respond to stories.

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 indoors and outdoors.
- The inspector spoke to the manager and the administrator at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Munchkins Nursery was registered in 2011. It is on the Early Years Register. It is situated within the grounds of a private school in the Brigg area of North Lincolnshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age range. The nursery provides funded early education for 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all practitioners working with the youngest children have the knowledge to plan enjoyable and challenging experiences for their key children that focus strongly on the three prime areas of learning
- ensure registration documents include details in relation to the person(s) who has legal parental responsibility for each child.

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

- develop more regular opportunities for children to listen, by providing story times and reading books with repeated refrains.

Inspection judgements

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

Generally, staff have an adequate understanding of children's development and how they learn, and link children's activities to their interests and current stage of development. However, not all practitioners working with the youngest children understand the importance of focusing on the three prime areas of learning. This means that children are not always supported to gain the most important skills they need for later learning, before staff focus on the specific areas of learning. Staff complete regular observations of

children and record them in their learning records. They also show the progress children are making towards the early learning goals by monitoring and tracking their best-fit in the age bands of Development matters in the Early Years Foundation Stage. The overall quality of teaching and learning is satisfactory, with some members of staff acting as good role models to those less experienced.

During adult-led group activities like circle time, children's learning is promoted as staff use effective questioning techniques. This not only maintains children's interest, but develops their communication skills and provides opportunities for them to become critical thinkers. For example, children eagerly recognise and name the shape of the week, and the letter, number and the colour of the week. However, staff do not always make best use of all opportunities to fully extend children's listening and attention skills. For example, children have less time to listen to or share books. As a result, their communication skills are not fully maximised. Staff promote communication and language with younger children and babies by constantly talking to them about what they are doing, introducing new words and providing facial gestures. Children's independent learning opportunities are nurtured as they explore paint. They mix up the colours and with their hands create patterns on the table. Children are excited when they create a 'love heart' and subsequently print it onto paper. This supports expressive arts and design skills. Babies enjoy creating finger paint pictures. They eagerly point them out to the inspector as they dry on the wall.

Babies develop their small and large physical skills indoors as they access a dedicated play space and have resources accessible to them, such as, push-along and cause and effect toys. They have opportunities to develop early movement skills as they investigate sand. Babies let it fall through their fingers and show delight as staff extend this generally well by demonstrating the sand drizzling through a sieve for the children to see. Opportunities like these also enable children to express their feelings and explore different materials. Older early years children develop their physical skills well as they have daily opportunities to venture outside. Here, they climb, crawl through tunnels and slide. Children use sit-and-ride toys skilfully and extend their first-hand knowledge as they manoeuvre the tractor bucket to load up bricks to build with. Staff promote children's mathematical skills adequately. They plan activities and provide toys to help children learn about shape, space and measurements. For example, children use different sized blocks in the construction area to build. This helps them to compare the sizes and shapes of the blocks and to problem solve. A small group of children enjoy a structured play opportunity to use numbers and counting. For instance, they identify a number and then locate the corresponding number of items. Staff extend this activity by asking, 'how many more do you need?' Consequently, children begin to compare sets of objects. Children enjoy their time at the nursery. They are developing the skills needed to help in the next steps of their learning, including school where appropriate.

Children with special educational needs and/or disabilities are well catered for. The nursery's special educational needs coordinator and the manager works closely with parents to support children by working alongside other professionals. Children, who have individual education plans, are monitored and their progress is reviewed regularly. Parents contribute initial information about their child's learning and development at the start of the placement. Staff subsequently use this information to aid the settling-in and initial

assessment process. Parents are encouraged to contribute to children's learning records by sharing their observations of their child's learning at home. Positive relationships with parents and carers result in a steady two-way flow of information about the children's care and education. For example, all parents and carers receive daily feedback either verbally or the daily communication diary in the baby room. A written summary report is produced every term about children's progress, which parents can also contribute to. In addition, the nursery provides timely parents' evenings and days.

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

All children and their families are warmly welcomed into this friendly provision. Consequently, children settle well and develop secure attachments with their key person and all staff members. Both parents and children meet with their key person and share important information relating to their child when they start at the nursery. All children show a strong sense of belonging in the provision. Consideration is made in supporting children in building relationships with all staff. As a consequence, they are confident to approach and refer to them all by name when in need of assistance or to share their play. Children behave well as staff act as positive role-models, providing praise encouragement to promote their self-esteem. Children spontaneously, without reminders, have good manners. They demonstrate a respect towards each other as they play in small groups, take turns, learn to share and say 'please may I have?' Children have access to an appropriately resourced and welcoming environment. The staff work hard to create an inviting and interesting setting for children both indoors and outside. They ensure that activities, resources and equipment are appropriate to their individual needs and easily accessible. As a consequence, children's ability to play independently and make choices is appropriately supported.

Staff understand the importance of good hygiene practices, which they pass on to the children. In addition, children's independence and understanding of managing their own personal hygiene and healthy practice is appropriately supported. For example, children independently wash hands before eating their snack. Children have some opportunities to develop their self-help skills as they find and put on their own coats. Children are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, they are offered a variety of fresh fruit, milk and water for snack. Lunches and tea are freshly prepared on site. Snack and meal times provide an opportunity for social interaction between children and the staff. Children's independence and self-care skills are promoted as part of the nursery routines. For example, designated children collect the bowls and cups after snack. Children have regular access to the outdoors for fresh air and exercise and are encouraged to be active. On occasions, children go on walks around the community, visit the local park, and visit the river to feed the ducks.

Children are supported in developing their understanding of safety issues. For example, they learn to evacuate the building in the event of a fire. Children learn how to cross the road safely and not to talk to strangers when taking visits into the community. Transitions between rooms are appropriately managed. The nursery is small and the rooms often play together. As a result, children are familiar with all staff and the move is natural and

effortless. The key person shares information about their care and learning to ensure continuity of care. Children are adequately prepared for transitions to the local school, because the teacher is invited to visit them in the setting.

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

This inspection was brought forward as a result of a complaint. Consequently, the nursery was found to not be meeting requirements with regard to information about the children in their care. For example, the exact name of all people who have a legal parental responsibility to children is not accurately recorded as required to meet regulations. This affects children's continued safety in the nursery. However, since the relatively recent last inspection the nursery has made vast improvements and has a development plans in place. For instance, the outdoor area has been enhanced with additional toys and resurfacing. There is also a garden plan for future development. Staff in the baby room have improved significantly with regard to their promotion of babies' language and communication. Over the last year the staff team has reorganised and stabilised. Roles and responsibilities have been identified and assigned and as a result, the nursery has benefited from a more positive structure. Parents are encouraged to supplement the nurseries self-evaluation through yearly questionnaires. The manager and staff have a sound understanding of the Early Years Foundation Stage Framework. Since the last inspection the management team has worked hard to develop the overall quality of the provision. They have an appropriate overview of the educational programmes and the experiences required to help children progress towards the early learning goals. Management has recently revised planning, tracking and monitoring systems.

Children are adequately safeguarded because there is a designated person for child protection and all practitioners have been trained and know the correct procedures to follow should they have any concerns. In addition, the reception is adequately monitored and visitors are asked to sign in. This ensures children's remain protected at all times. The arrival and departure of children is closely monitored and children are only released to known parents or carers. A password system further secures children's safety when being collected from the nursery. Clear and concise risk assessments are used to manage potential risks to children both in the setting and when on outings. These are regularly monitored and reviewed, along with daily checks to further support children's health and safety. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. The nursery has developed an appropriate range of written policies and procedures to support the safe and effective management of the provision. For example, a behaviour management policy and a procedure for administering medication are in place and effectively implemented.

Vetting and induction processes for all adults who work with the children, or come into contact with them are secure. For example, management obtains enhanced Disclosure and Barring Service checks. This ensures that all staff is checked before they have unsupervised access to children. Regular staff meetings ensure that all those working with children are kept informed of changes, for example, to legislation and are offered in-house training. This system supports and enhances staffs' personal development and contributes

to meeting the ongoing needs of children. Regular supervision and yearly appraisals enable the management team to identify learning and training needs for each individual staff member. As a result, the staff team are growing in confidence and developing skills in order for them to support children's wide ranging needs.

Partnerships working with external agencies secure appropriate interventions for children to receive the support they need. For example, staff work alongside other professionals, such as, portage workers and physiotherapists. Staff are aware of the importance of sharing information with other providers who deliver the Early Years Foundation Stage. They are continuing to develop procedures to share and obtain information from other settings in order to support continuity of the children's care and learning. Staff establish friendly relationships with parents in order to support the children's continuing care and learning. Parents comment positively that their children enjoy their time at the nursery and state that their children 'have developed in terms of 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	EY412570
Local authority	North Lincolnshire
Inspection number	921594
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	26
Name of provider	Demeter House Ltd
Date of previous inspection	19/11/2012
Telephone number	01652 654251

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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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