

Little Munchkins

Springfield Hotel, 67 The Avenue, FAREHAM, Hampshire, PO14 1PE

Inspection date

23/09/2013

Previous inspection date

22/08/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 develop their physical skills daily when playing in the garden, exploring soft play equipment upstairs and using a range of tools and equipment.
- Management are fully involved in the daily operation of the nursery and work closely with staff to create a friendly and welcoming atmosphere for parents and children.
- Management are keen to improve outcomes for children and have a clear action plan for future development.

It is not yet good because

- Key person arrangements are not always organised well throughout the year to fully support individual children's learning and liaison with parents.
- Management do not ensure children's progression is accurately monitored and that progress records, particularly when children are aged between two and three years, contain sufficient information.
- Children do not have frequent opportunities to use and become familiar with words, letters and numbers during practical activities as they play.

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 with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Little Munchkins registered in 2009. It is situated in a detached house in a residential area of Fareham, Hampshire. The nursery is registered on the Early Years Register. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to the large garden and soft play area. The baby and toddler unit is on the first floor. There are currently 107 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 16 members of staff working with the children, all of whom hold appropriate childcare qualifications. There is one member of staff with a qualification at level 6, one at level 2 and the remainder hold early years qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's progress is reviewed between the ages of two and three years and provide parents with a written summary of their child's development in the prime areas identifying the child's strengths; areas where progress is less than expected and strategies of support to be provided
- improve the key person arrangements so that children's learning and care is tailored to meet their individual needs, that parents are fully involved in this process and arrangements for supporting children, particularly at the beginning of term, are secure.

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

- use observations more effectively to help plan challenging activities that maintain children's interest and monitor their progression
- increase opportunities, indoors and outdoors, for children to see and use words, numbers, letters and symbols, as part of their play and daily routines.

Inspection judgements

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

Children make steady progress in their learning as they experience a variety of activities indoors and outdoors. Staff find out what children enjoy and develop themes around their interests. For example, older children become interested in the planets and find out more about them. They make their own models and create a display for the play room. They grow various plants and vegetables in the garden and this helps them learn about how to care for living things and life cycles. Staff encourage children's creativity as they experiment with arts and crafts materials. Children enthusiastically explore the texture of paint with their hands, manipulate dough and create their own collages. Children thoroughly enjoy music and song time. They excitedly sing songs, dance to the music and join in with actions. Staff use songs and stories well to encourage children's communication and language skills. Children listen attentively to stories. Staff make sure children can see the pictures and encourage them to join in. Older children enjoy acting out the story while younger children examine the different textures on the pages of their story.

Staff make resources easily accessible in the playrooms, which means children can help themselves to what they wish to play with. This helps children to think for themselves and make choices. Staff also set out resources to encourage children's learning in particular areas. For example, there are shapes to draw around so they can develop their pencil skills, learn the names of shapes and create their own designs. There are threading blocks and threading cards with different sized holes to provide challenge for children's differing abilities. Babies have toys with buttons they can press to make something happen and work out how to fit rings over a post. Staff regularly observe what children are doing and generally record measurable observations. However, they do not use them continuously throughout the term to help monitor children's achievements and plan their progression. Consequently, staff working with children are not always aware of what they can do and individual children are not always challenged in their learning. Staff complete a chart each term identifying children's level of development, although this does not include the progress check at age two, as required. Staff recognise where children may need additional help and discuss this with parents and other professionals in order to plan strategies of support.

Generally, as children move through the nursery they are given more responsibility to manage tasks for themselves. Older children help to set the table for lunch and count how many cups they need for each table. Some children begin to match magnetic letters to the letters on their name card and staff help them to learn the letter sounds. However, in the pre-school, capital letters are used on the name cards that children put on their coat pegs when they first arrive in the morning. This is confusing when they learn lower case letters at other times and, in particular, for when they go to school. Overall, children develop the skills they need for future learning.

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

Children play enthusiastically with a wide range of resources during their day in nursery. Indoors, children have their own play rooms according to their stage of development. There are plenty of toys to choose from and support their all round development. Children play outside daily and enjoy games in the fresh air. There is ample space to run around and be active. They learn how to negotiate steps and slopes safely and manoeuvre wheeled toys around the paths. Children develop their hand-eye coordination as they use a variety of tools in the sand pit and fill and empty different containers. In addition, there is a soft play area upstairs, which is used when it is raining and provides a safe area for younger children to experiment with climbing and jumping. Consequently, children's physical skills are developing well.

Each child is allocated their own 'key person' who takes responsibility for liaising with parents and ensuring their individual needs are responded to. However, the system does not always work well when there is a large influx of new children, changes in staff and when term time only children and staff return after the summer break. It means that although staff provide a welcoming environment overall, there is little time for staff to update their knowledge of existing children and get to know new children. In addition, key persons are not always allocated when children first join the nursery and there is not always a dedicated person to liaise with parents and focus on their individual needs. In the baby room the manager takes the lead for liaising with parents and forging bonds with the children. Information is gathered from parents regarding children's individual needs to help ensure these are responded to effectively during the day. However, there are some occasions when children are a little unsettled and staff are not fully prepared with fun activities to help them overcome this. Consequently, children are not sure what to do until given a toy by another child.

Generally, children behave well in the nursery. Older children understand what is expected of them because there are clear routines and consistent boundaries. Staff help children understand where it is safe to play; that they must wash their hands before lunch and share toys with one another. Children become increasingly independent as they move through the nursery which helps them prepare for school. They help to prepare their snacks and set up the dining room for lunch. Nutritious menus comply with dietary requirements and meals are freshly prepared daily.

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

This inspection was brought forward because of concerns relating to behaviour management, staff suitability and information shared with parents. An unannounced inspection was completed. The inspection found no evidence of staff using inappropriate behaviour management strategies or using inappropriate language when talking to children. Instead, staff are encouraging and supportive when interacting with children. Management are aware of the importance of using positive strategies to help children understand what is expected. Consequently, this is discussed at staff meetings. However,

the inspection did find that arrangements for sharing information with parents regarding children's learning and care are not always successful. Staff monitor children's progression and record details of children's daily care routines and meals. However, this information is not always conveyed well to parents. Consequently, not all parents feel fully informed about their child's time at nursery. The nursery uses a computer-based system for recording children's levels of development and identifying possible next steps for learning. In addition, staff take photographs and record observations. However, the written records are not always up-to-date to share with parents or key persons when staffing arrangements change during the year. This means planning and supporting children's learning is not always consistent throughout the year. In addition, the summary of children's development does not meet the statutory requirements for the progress checks for children aged between two and three years of age. Overall, staff support children's learning soundly and children make steady progress.

Overall, children's welfare is safeguarded. Management and staff have a clear understanding of safeguarding issues and know what to do if they have concerns about a child in their care. Staff have attended appropriate training. Management conducts suitable recruitment and employment procedures to help ensure staff are suitable to work with children and understand their roles and responsibilities. Generally, the required documentation is in place and maintained appropriately. This provides staff with the information they require to respond to children's health and welfare needs.

Staff implement appropriate safety measures so that children remain safe and secure at all times. Part of the garden is overgrown and not suitable as a play area. Staff are fully aware of this and position themselves so they can monitor where children play and keep them safe. The building is safe and security is given a strong emphasis to promote children's safety.

Management are keen to provide high quality care for children and have a clear action plan for the further development of the nursery. This includes the implementation of more robust performance management systems and evaluation of daily practice. Currently, management complete annual appraisals with staff, encourage them to attend further training and arrange monthly staff meetings to help staff develop their skills and practice. Management liaise with the local authority and take some steps to implement their suggestions. Likewise, they are aware of the recommendation raised at the last inspection, although have not yet fully addressed it. There is some labelling and words displayed indoors and outdoors but not a wide range to help children become familiar with letters and numbers in readiness for school.

Overall, management and staff develop positive relationships with parents. Most are satisfied with the care their children receive and comment on how happy and settled they are. Management seek parents' views through annual questionnaires and by being available to speak to parents at any time. Some parents find the flow of information is disrupted, particularly if they are unable to speak to their child's key person. The nursery have tried to overcome this by staff making notes during the day so that any member of staff can relay information to parents regarding sleep, nappy and feeding routines. There is also a notice board with details of the daily menu and regular newsletters to update parents with events in the nursery. Management liaise with other professionals and

parents and attend meetings with the local authority to help support children with additional needs.

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	EY392543
Local authority	Hampshire
Inspection number	936703
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	107
Name of provider	Little Munchkins Partnership
Date of previous inspection	22/08/2011
Telephone number	01329230681

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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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