

Munchkins Pre-School Maidenhead Ltd

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

Inspection date	19/11/2013
Previous inspection date	15/01/2013

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 requires improvement

- The pre-school has friendly, welcoming staff who promote positive relationships and are attentive to children's care needs.
- Children are developing good physical skills as they learn in an interesting and challenging outdoor environment.
- Parents are welcomed into the pre-school and are encouraged to participate in their children's learning.

It is not yet good because

- Staff do not consistently carry out precise assessments of children's progress and use these well to plan challenging next steps for children.
- The management does not consistently monitor accidents and address possible issues which will reduce future risks to children.
- Parents are not always kept fully informed about the sorts of activities that their children are engaged in or of any complaints made about the provision.
- Staff do not take all opportunities to promote children's early writing skills in the educational programme for literacy.

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.

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 children's play indoors and outside.
- The Inspector carried out a joint observation with the manager.
- The Inspector spoke with children, parents, staff and the manager.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector tracked a sample of individual children to assess progress.

Inspector

Sue Skinner

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, in Berkshire. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school 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 operate each weekday from 8am to 9am and from 3pm to 6pm for children attending the pre-school and St. Luke's School. There are currently 60 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of early education for some children aged two years and for children aged three and four years. The pre-school supports the needs of families in the surrounding area and the intake of children reflects the make-up of the community. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs 11 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop the partnership with parents by carrying out precise assessments of children's progress consistently,, using these more effectively to plan suitably challenging activities for individual children, and to keep parents informed of children's activities through the key person system
- ensure all complaints are recorded and that a summary of the action taken in regard to complaints made is also recorded and made available to parents, so they can read what action has been taken.
- monitor the accident record book regularly and address any identified issues to minimise risks to children.

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

- further develop all children's literacy skills by providing richer daily experiences to extend reading and early writing skills

Inspection judgements

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

Children enter the pre-school happily and quickly settle as they play with their friends. Children enjoy a range of experiences and they engage in learning enthusiastically. Staff deliver educational programmes adequately and in general children are making sound progress relative to their starting points. The provision offers children a range of opportunities to extend learning through play. Staff support children to learn new skills, such as pedalling bicycles outside and they encourage older children to solve mathematical problems. Younger children listen enthusiastically to a shared story; they develop their speech as they join in with familiar phrases in a friendly atmosphere. Staff use initiatives such as the 'Every Child a Talker' programme to support children, particularly the youngest children and those who do not speak English as a first language, to extend their communication and language skills.

The environment is organised so that children can independently access toys and resources and the range is generally good. Older children are creative as they make a café in the role-play area, thoughtfully sharing resources with each other, and younger children use bricks to construct tall towers. There are however some missed opportunities for older children to develop reading and early writing skills as resources are limited and lack challenge.

Staff monitor children's progress to help them plan activities. They carry out basic observations of children and link these, in general terms, to planning to support children's next steps for learning. Staff carry out assessments, including the progress checks for two-year-olds at regular intervals and share these with parents at scheduled consultation sessions so they are aware of the progress their children make. The pre-school has recently been through a period of change resulting in several changes to staff. At the moment systems are not embedded firmly enough for staff to make precise assessments of all children's achievements. Consequently, staff do not always plan suitably challenging activities for individual children to support their learning and development towards the early learning goals.

Children are developing appropriate physical skills. They enjoy playing with puzzles, and carefully manipulate tacks, hammering shapes onto boards. Children have ample opportunity to run, climb, pedal and slide outside; they learn to negotiate space as they move around the large area. They have access to a wide range of resources to help them develop many physical skills. Children roll tyres along the ground as they play with adults and comment on the movement of smaller balls as they roll them down piping. Children learn to climb over purpose-built equipment such as small bridges and use large blocks to create structures. They learn to balance on stepping-stones and adults provide the right amount of support while still providing a challenge to children. All adults support children fully outside and children learn about nature as they watch birds, have fun sweeping up leaves, transport bricks in wheelbarrows and talk about trees in winter.

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

Most children demonstrate that they are settled at the pre-school and are forming harmonious relationships with caring adults. There is an effective key person system which supports the emotional development of children well. All staff know who their key children are and all children are allocated a key person when they start at the pre-school. Established members of staff are able to talk about the learning and progress of their key children well; newer members of staff are beginning to form close attachments with their key children. There is a settling in policy and all staff invest time in ensuring children benefit from smooth transitions into the pre-school.

Children develop confidence as they move around the play areas making their choices. Children also demonstrate that they are used to familiar routines which provide them with a secure foundation for learning. For example the youngest children come quickly to sit, ready to hear a story and the older children gather together at the start of the day to talk about the weather. Staff promote a calm and relaxed atmosphere and this helps children to settle quickly. They learn appropriate expectations with regard to behaviour, for example children are reminded of the importance of not running indoors and the need for calm voices. Staff support children to share when taking part in activities and this helps children to play harmoniously alongside each other. For example as the youngest children are playing with cars pushing them forwards and backwards to a member of staff the adult encourages the children to take turns sharing the most popular toys. Outside an adult encourages older children to take turns as they work collaboratively pulling each other along on a cart.

Parents comment that they feel their children are well protected at the pre-school. Many parents comment that they are happy with the level of care staff provide for their children and generally they feel their children are kept safe. However parents are not always clear about the activities their children engage in or the learning that is taking place and a few parents are not sure who their child's key person is. This means that partnerships with parents do not support children's development well although individual care needs are known and met.

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

The manager, supervisor and staff have a sufficient understanding of the Statutory Framework for the Early Years Foundation Stage and are aware of their legal responsibilities to safeguard children and promote their learning and development. Children keep safe as the pre-school management firmly embeds systems, such as conducting regular risk assessments and making sure the premises are secure. They ensure that children are within their sight and hearing at all times and are unable to leave the premises unsupervised. The staff adhere to appropriate policies, including the use of mobile phones, to safeguard children's welfare. Staff understand their roles and responsibilities and have completed required training, such as paediatric first aid and food hygiene. Several staff are currently working towards child development qualifications.

The management have evaluated their practice and identified some priorities for improvement to develop the quality of the provision for children. For example the manager is focusing on initiatives to engage parents more fully in children's learning and has run sessions, such as a fun stay and play session, for dads. Training is linked effectively to priorities, for example staff are booked on courses to promote positive relationships with parents. The manager is a good role model for staff and is accurate in her assessments about positive teaching and learning experiences.

Staff are aware of the signs and symptoms that might cause them concern about children's welfare and they know the appropriate action to take if they have a concern. A whistle blowing policy is in place and staff understand the actions they need to take if they have a concern about the conduct of a colleague in relation to safeguarding children. Staff deploy themselves well and children are carefully supervised during the session both inside and outside, so they are kept safe and secure. Staff record details of any accidents children have and share details of these with parents. However, the management do not always notice and address possible patterns in reoccurring accidents resulting in missed opportunities to protect children fully. Complaints made about the provision have not always been recorded by the setting. This is a breach of requirements and shows a weakness in record keeping but no child has come to harm as a result of this weakness.

There are secure measures in place for the recruitment and induction of new staff. This ensures that they carry out all required checks and references to confirm the suitability of staff to work with children. New staff undergo a thorough probationary period and are observed interacting with children in the pre-school prior to appointment. The management have a basic system for monitoring staff performance to drive improvement with more qualified staff mentoring apprentices.

The pre-school is effective in preparing children for the next steps in their development. They offer all parents home visits before their children start at the pre-school to build positive relationships from the start. Some parents accept this support and children benefit from smooth transitions as they start in the setting. For those children who are getting ready to move onto school, visits from teachers are encouraged so children become familiar with staff before they start the next stage in their education.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY450102
Local authority	Windsor & Maidenhead
Inspection number	940908
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	60
Name of provider	Munchkins Pre-School Maidenhead Ltd
Date of previous inspection	15/01/2013
Telephone number	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, 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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