

# Munchkins Pre-School Maidenhead Ltd

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

<b>Inspection date</b>	14/11/2014
Previous inspection date	19/11/2013

<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
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

- The leadership and management provide practical support to enhance staff's teaching practice, which means that they help children make good progress in their learning.
- The staff organise a well-planned environment. This encourages children to make independent choices and invites child-initiated play.
- Staff are positive role models and help children to learn and understand how to cooperate and get along with each other.
- Teaching for mathematics is a strength. Children are learning to count up to 10 reliably, and solve simple problems.

### It is not yet outstanding because

- Although leadership and management monitor individual children's progress in detail, they are not as fully effective in tracking specific groups of children.
- Staff sometimes provide too much direction during creative activities; this means children do not always have enough opportunities to express themselves freely.

## 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 checked evidence of suitability, self-evaluation processes, and documents that support the pre-school.
- The inspector took account of parents' views and information included on questionnaires.
- The inspector held meetings with the manager and two key persons.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and the planning documentation.

## Inspector

Ruth George

## Full report

### Information about the setting

Munchkins Pre-School originally started running in 1992. In 2012, it re-registered as a limited company, under the name of Munchkins Pre-School, Maidenhead Ltd. The pre-school is situated in a purpose-built building within the grounds of St Luke's Primary School, in Maidenhead, 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 and afternoon sessions or full day care. The breakfast and after-school club operate each weekday from 8am to 9am, and from 3pm to 6pm.

There are currently 51 children on roll in the early years age group. There are 18 children on roll that attend the wrap-around care. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The pre-school employs 10 members of staff. Of these, nine 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:

- extend the systems for monitoring of children's progress in learning, to show individual and groups of children's progress over the year
- strengthen children's expressive art and design skills by giving them sufficient time to practise and experiment freely with colour, texture and design.

### Inspection judgements

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

The quality of teaching is good. The staff observe and assess children's progress based on their skills and abilities, and use these to plan for children's next stages of learning. Parents contribute to their children's learning journey record. They share what the children have achieved over the holiday periods and any significant events that have happened at home. Staff use this information to help plan for children's interests and next stages in learning. Staff skilfully support children who are learning English as an additional

language, and other children who require some additional support. Staff work with parents and other professionals, to ensure a consistent approach in order to meet individual children's needs. Children make good progress in their learning and they are acquiring the skills they will need in readiness for school.

Skilful teaching encourages the younger children to listen to the noises adults make when they read stories and sing songs. They confidently join in, respond, and repeat the familiar sounds and words. Staff build up the children's vocabularies as they play, introducing new words that reflect their experiences. Effective teaching introduces older children to letter sounds and the initial sounds in words. Children are learning to use a range of tools for painting and drawing. These skills help children to learn how to hold implements, such as a crayon, effectively. Teaching helps them to use it with good control. As a result, children are developing skills for early handwriting. During the inspection, children made use of the labels in the environment and wrote clearly identifiable letters in the writing area. When finished one child said, 'I have written Friday'.

Staff provide a good range of resources, activities and equipment; they organise the rooms into areas to encourage the children to use the space thoughtfully. Staff clearly label the accessible storage with pictures and written captions. This helps children to make independent choices and invites child-initiated play. There are areas that promote good conversations, such as the role play area. Consequently, children are learning to negotiate roles, take turns and share materials. Staff plan a range of creative activities, however, these are sometimes too adult directed. This means children do not always have opportunities to use their imaginations and express themselves freely.

The staff plan the outdoor space well. During the children's time in the garden, they dug in and explored the gardening boxes. They were very excited when they uprooted an old pepper plant that still had peppers attached. The children excitedly took it to the kitchen to show the domestic staff and explained it was too old for their snack. This means, children can talk about, and are developing an understanding about, growth and decay. Good teaching supports children's grasp of mathematics. Children count confidently to five and beyond. They can match the numeral to the number of objects correctly and are learning to add objects together by counting all of them. Children explore sinking and floating, and volume and capacity in the water tray, as they fill and empty containers. Staff encourage children to complete puzzles, which increases their visual spatial awareness and develops a deeper understanding of shapes and colours.

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

The key persons visit parents and children in their homes before they start pre-school. This helps children to get to know their key person before they attend. Staff focus effectively on finding out about the children and their families during the home and settling-in visits. This means that all children receive sensitive help to form strong relationships with their key person, other staff and children. The staff plan good activities that help children prepare for their move to school. The manager invites the vicar for the adjacent school, and schoolteachers from other local schools, to visit the children at pre-

school, to talk to them about moving to school.

Staff are positive role models and help children to learn and understand how to cooperate, with some boundaries. Children behave well and they are learning the routines. For example, they come in, hang up their coats and change into their indoor shoes. Staff reinforce positive behaviour and help children learn how to put things right. For example, they teach the children the skills to get along, which mean they are learning to play together cooperatively. Staff encourage children to take care of their resources and the environment. They help tidy and put resources away where they belong. Effective teaching helps children learn how to keep themselves safe. They follow the staff's simple and clear instructions, such as, 'Please can we walk indoors'.

The breakfast club staff provide children with a good breakfast before their day at school. During the inspection, the children talked confidently about the after-school club. They said that they were looking forward to making the Christmas display board because it is theirs and they can do it themselves. They described the club as 'good fun'. In pre-school, staff provide a good range of nutritious snacks. Children are learning to try a healthy range of foodstuffs, and to understand how these contribute to a healthy lifestyle. In addition, meal times help children develop independent skills that prepare them well for school. For example, they wash their hands before snack, help to lay the table and give out plates and cups. During the inspection, children buttered their own toast, ate fruit and poured their own drinks of water or milk. Staff plan opportunities for children to be outside regularly. They climb, balance, and jump off logs. They push and pull each other in carts and on trikes, and practise skills such as adjusting speed, or changing direction to avoid obstacles, and they negotiate space successfully. These experiences provide children with a positive attitude to being outdoors and towards physical activities, which promotes their understanding of a healthy lifestyle.

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

Leadership and management effectively oversee the delivery of the educational programmes and monitor the staff's teaching practice. Regular meetings with staff mean that the leadership and management monitor individual children's progress, and discuss any identified gaps in their attainment. However, systems to monitor groups of children are not fully effective. This means that management may not always define areas of learning for further development. Overall, staff plan effectively for individual children and provide additional support, to ensure any gaps in children's learning are narrowing.

Leadership and management have good systems in place for monitoring practice and driving improvements. They identify steps to take forward in the school development plan, which steers the drive for improvement. In addition, the leadership and management carry out peer observations. They successfully evaluate the quality of teaching and identify areas to help staff further improve. Therefore, staff continually develop their practice over time. Since the last inspection, the leadership and management have made improvements. They monitor the accident book every week to identify any trends, which mean staff adapt

practice if required to keep children safe. In addition, staff involve parents in their children's learning, and parents contribute information about what their children are learning at home. This means staff plan effectively to support children's individual learning needs.

Leadership and management's recruitment and selection systems are thorough and follow safe recruitment procedures. New staff receive a thorough induction. Staff observe and implement the policies and procedures, which underpin their good practice. The manager works closely with the supervisor to support staff's ongoing professional development. Staff receive regular supervision and attend staff meetings, where they have time to discuss children's progress and their own development. Consequently, the continuous professional development of staff has a positive impact on teaching and children's learning and development. Staff have all attended training in safeguarding and they fully understand the pre-school's safeguarding policy and procedures. Consequently, they all have a good understanding of their responsibilities to keep children safe from harm. They can describe changes in children's behaviour that may cause concern, and know how to report these concerns. This helps to promote children's welfare.

The leadership and management make effective use of risk assessments to minimise hazards within the indoor and outside environments, to help keep children safe. Staff complete ongoing assessments and deal with any newly identified risks efficiently. Leadership and management understand their responsibility to supervise children and they deploy staff effectively to ensure they meet children's individual needs. Good deployment, and staff's attendance at first-aid training, means they can deal with accidents and other emergencies quickly and efficiently.

Staff work closely with parents and other professionals to monitor children's progress. Staff attend specialist meetings with parents, and with other professionals, for those children requiring special educational support. This means that any decisions are made jointly by all those involved in the children's care, to provide the support required to help children make good progress in their learning. Parents give high praise to the pre-school. One parent said: 'Staff have been extremely patient helping my child settle. I can see significant progress and his speech is developing well in both languages'. Comments on a parental questionnaire include: 'Staff provide a nurturing and friendly environment that has helped my child blossom' and 'My child's key person has played a vital role in helping him gradually adapt to pre-school'.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	962540
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Munchkins Pre-School Maidenhead Ltd
<b>Date of previous inspection</b>	19/11/2013
<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, 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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