

Inspection date

28 April 2015

Previous inspection date

29 April 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff, managers and directors work exceptionally well as a team to continually evaluate their practice and identify areas for development. Their high expectations and drive for improvement has enabled them to achieve high quality education and care throughout the setting.
- Teaching is of a very high standard. Staff quickly find out what interests and excites children. They make excellent links between what children know and can do and what they need to learn next. This information is expertly used to plan very interesting, enjoyable and challenging activities, so that children make very good and often rapid progress.
- Communication with parents is excellent. Daily and termly reports are shared and parents are invited to regular meetings to discuss their child's progress. They can use the setting's web cam to observe their child. Parents are highly satisfied with the opportunities they have to become involved in their child's learning and feel very well-informed.
- Families receive excellent levels of support when children are ready to move up to the next room. Parents are given a welcome pack to explain how their child will be introduced and helped. Children have time to get to know their new friends and staff share what they know about each child. As a result, children settle quickly and make the very best of the learning opportunities in their new room.
- Children thrive and learn in this happy and nurturing setting. Staff quickly recognise when they require specific support. Effective relationships between staff and a range of professionals mean that children swiftly get the help they need.

What the setting needs to do to improve further

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

- continue to develop systems to track the progress of all children. Analyse information to identify and address issues and trends.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted two joint observations with the manager.
- The inspector held meetings with the manager, deputy manager and directors.
- The inspector looked at a range of documentation including records of the progress children have made, children's individual plans, the setting's self-evaluation and evidence of suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector took into account the views of parents and other relatives spoken to on the day of the inspection.

Inspector

Linda Williamson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff know children extremely well and make very effective use of high quality resources so that children quickly become confident and independent learners. Staff teach language and literacy skills effectively. Pre-school children have a well-developed understanding of letters and the sounds they make. Most can write their own name and have started to read simple words. A strong focus on song and rhyme encourages babies' early communication. Mathematical vocabulary is regularly used. Young children are taught to count and match shapes. Pre-school children confidently add or take away to arrive at the correct number. Children are very keen to investigate their world as they hunt for bugs and 'fairy homes' in the flower beds. Pre-school children learn about identifying similarities and differences through exciting projects such as comparing sea-life. Young children show high levels of concentration as they explore the texture of pasta. Babies learn how to hold large pens and show delight at their pictures.

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

The comprehensive range of policies and procedures support every aspect of provision. Staff teach children how to keep themselves safe and healthy. A keen and experienced cook provides interesting and nutritious meals and snacks. The behaviour of children is outstanding. From babies to preschool, all are encouraged to play positively with their friends. Children learn to use toys with care, to share and take turns. They are taught to consider the feelings of others and how to manage their own emotions. Staff have an excellent understanding of the importance of forming secure emotional attachments. As a result, children quickly settle into routines and develop positive attitudes towards learning. Children are exceptionally well prepared for their move to school. They become familiar with their new school as staff provide an attractive photo display. Staff ensure schools know what children already can do by providing them with accurate records and often accompany children on introductory visits.

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

The senior management team's enthusiasm and drive are reflected in their work and aspirations for all staff. Everyone has an excellent understanding of their responsibilities to protect and safeguard children. Leaders have a clear picture of how well children in the setting are progressing. As part of the continual desire to improve, the manager is working on further improvements to the tracking of all children's progress. Regular observations of staff followed by professional feedback, ensures that the quality of teaching is consistently high. Staff support each other well as they share good practice for example, qualified early years teachers are excellent role models to those on apprenticeship schemes. Staff are highly motivated to continue their own professional development. They have attended training about learning outdoors and have extended the range and use of resources outside. Following the introduction of an early morning exercise time outdoors, the concentration levels for pre-school children have improved.

Setting details

Unique reference number	EY299719
Local authority	Devon
Inspection number	1003773
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	148
Number of children on roll	163
Name of provider	Munchkins
Date of previous inspection	29 April 2014
Telephone number	01392 498814

Munchkins registered in 2004. It is a privately owned setting and operates from three buildings in the St Leonard's area of Exeter in Devon. The nursery is open each weekday from 7.45am to 6pm all year round. There are currently 163 children on roll aged from birth to under five years. The nursery provides funded early education places for children aged two, three and four years. The nursery employs 30 staff to work with the children, and of these 15 hold a relevant level 3 qualification. In addition, two members of staff have Early Years Professional Status and seven members of staff hold a relevant level 2 qualification and are working towards level 3. The manager is qualified to level 3 and is working towards a relevant degree. The nursery supports children with special educational needs/and or disabilities and those who are learning English as an additional language.

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