

Little Munchkins Before & After School



ARLIES COMMUNITY PRIMARY SCHOOL, Broadhill Road, Stalybridge, SK15 1HQ

Inspection date	4 December 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Staff have a secure knowledge of how to promote the development of the diverse age group of children attending the club. They plan a wide range of interesting and challenging activities based on children's interests to complement their learning in school. Staff skilfully support younger children to develop confidence and a positive attitude to help them prepare for future learning.
- The key-person system is well established and effective. Children form close emotional attachments to staff and have positive relationships with older children in the setting.
- Staff are very good role models and provide clear and consistent boundaries to help teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony.
- Staff are well qualified and their skills, together with a targeted programme of professional development training, help practice have a positive impact on children's development. This is a key strength of the club.

It is not yet outstanding because:

- There are few opportunities for children to develop their awareness of diversity and the similarities and differences between people and communities during self-chosen activities.
- Parents' views are not fully used to further assist in identifying areas for the development of practice.

What the setting needs to do to improve further

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

- enhance arrangements for self-evaluation to include the views of parents, in order to assist in identifying areas for further improvement
- improve the extensive range of opportunities for children to learn about the similarities and differences between people and communities in self-chosen play.

Inspection activities

- The inspector observed children engaged in activities in the indoor environment.
- The inspector spoke to staff and children throughout the inspection. She held discussions with the manager at appropriate times during the inspection.
- The inspector discussed the arrangements for self-evaluation with the manager.
- The inspector looked at a range of documents, including a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of several parents spoken to on the day of the inspection.

Inspector

Julie S Kelly

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are dedicated and fully committed to caring for children. They are full of fun and enthusiasm and this is reflected in how they interact and play with the children. Staff strive to provide a good quality service to meet the needs of all children and their families. The arrangements for safeguarding are effective. Detailed policies and procedures are consistently implemented and underpin daily practice. Rigorous recruitment and induction procedures ensure that staff are safe and suitable to work with children. Staff develop effective links with school staff and liaise well to support the continuity of children's care. The manager carries out regular supervisions and appraisals to manage staff performance. Partnerships with parents and the school are effective and help make a significantly positive contribution to meeting the needs of all children. Staff keep parents well informed about children's activities and experiences through daily discussions and newsletters. Parents are extremely keen to air their views about the setting and are highly complimentary about the staff and the care their children receive.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities that captures children's interests. This contributes to effectively supporting their physical and communication and language skills, and personal, social and emotional development. This helps children acquire the skills, abilities and attitudes that prepare them well for future learning. Snack times are social occasions when children talk to each other and staff about their home and family and what they have been doing at school. Children are effective communicators and articulately explain that camels live in the desert in Saudi Arabia. They are well settled and full of excitement as they arrive at the setting. Children chat cheerfully to staff and each other as they put their belongings away. They independently access the well-resourced indoor and outdoor environment throughout the session, which helps them to make choices in their play. Staff skilfully encourage children to talk, explore and use their imaginations. This helps to develop children's confidence and communication skills. Children are motivated and fully engaged in their play, their choices are respected and activities are planned accordingly.

Personal development, behaviour and welfare are good

Children demonstrate a strong sense of security and high levels of self-esteem within the setting. Staff are sensitive to each child's individual needs and respond accordingly. They encourage children to be responsible for essential tasks, such as setting the table and tidying away resources. Staff teach children to learn how to manage risks and be responsible for their own safety. They demonstrate their knowledge and understanding of how to keep themselves safe. They talk about the potential dangers of the internet, why they need to walk indoors and how to cross roads safely. Children enjoy a wide range of opportunities for physical exercise and fresh air and learn about the importance of adopting a healthy lifestyle. Older children are superb role models for the younger children and set a good example of how to behave in the setting. They are kind and caring and help younger children to complete the tasks they find difficult at first, such as how to make models out of construction materials.

Setting details

Unique reference number	EY481774
Local authority	Tameside
Inspection number	991753
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	40
Number of children on roll	22
Name of provider	Little Munchkins Limited
Date of previous inspection	Not applicable
Telephone number	0161 304 0722

Little Munchkins Before & After School was registered in 2014. It is situated in Arlies Community Primary School in the Ridgehill area of Stalybridge, and is one of three settings owned and managed by a limited company. The setting employs three members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and the owner/manager has a BA (Honours) degree in Early Years and Childhood Studies. The setting opens Monday to Friday term time only. Sessions are from 7.30am to 8.55am and 3.15pm until 6pm.

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