

Munchkins Childcare And Education Centre

16 Teasdale Street, Bradford, BD4 7QJ



Inspection date

24 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not ensured that recent updates to the safeguarding policy, specifically the procedures to follow if they have a concern about a colleague or senior member of the team, have been shared and understood by her team.
- Checks on the quality of teaching, planning and assessment are not rigorous enough.
- Observation and progress regarding next steps in learning are not always linked to planning to meet individual children's learning needs. In addition, support given from outside professionals, particularly relating to speech and language is not consistently incorporated into the planning cycle.
- Outdoor experiences do not provide the babies with a wide range of interesting and stimulating activities or opportunities for them to develop their physical skills.
- Systems to engage parents to contribute their views to children's learning or to share what they know about children's development are not fully developed.

It has the following strengths

- The new, well-qualified manager is enthusiastic about her role and is working hard to improve the quality of the setting. She can clearly identify the weaknesses and has action plans in place to make improvements.
- Children behave well because staff implement consistent boundaries and routines. This means children know what is expected of them.
- Staff implement an effective key-person system. They are attentive and offer reassurance to help children settle, promoting their emotional well-being effectively.

What the setting needs to do to improve further

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

	Due Date
■ ensure all staff are aware of the procedure to follow if allegations are made against a staff member	25/03/2016
■ monitor the quality of teaching, planning and assessment to ensure that children are offered a broad range of interesting and challenging experiences, that supports children to make progress towards reaching the early learning goals	25/08/2016
■ develop the quality of planning to consistently include the next steps in children's learning so that adults have an accurate understanding of children's skills and abilities, in order to provide challenge and accelerate children's progress	25/05/2016
■ ensure that information and strategies used to support early intervention, regarding speech and language, are consistently implemented into the planning process so that all children make the best possible progress.	25/05/2016

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

- provide more opportunities for the babies to develop their physical skills through purposeful outdoor experiences
- find more-effective ways to encourage parents to share information about what children can do, in order to contribute to their children's learning and the consistency of support they receive in the setting and at home.

Inspection activities

- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector held discussions with the nominated person, manager and deputy manager.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

Due to the recent reorganisation of the setting the manager has revised a range of policies and procedures to assist her in the effective running of the setting. The arrangements for safeguarding are effective. Management and staff have a suitable understanding of child protection issues. However, the manager has failed to ensure that all staff are aware of these changes, specifically of the correct procedure to follow if they have a concern about a colleague or if an allegation is made against a member of staff. Staff hold an appropriate range of childcare qualifications and access training to further enhance their practice. In addition, regular supervisions are in place. Nonetheless, checks on the quality of teaching and the inconsistencies in planning and assessment are not rigorous enough. Systems for evaluating what is working and what needs improvement are developing.

Quality of teaching, learning and assessment requires improvement

Across the setting, teaching is mainly satisfactory and, sometimes, good. Staff do not use their qualifications and knowledge consistently to monitor and track children's progress. Although staff make regular detailed observations of children's play, they do not use these to plan appropriate challenges to extend children's learning. Regular speech and language support is in place to support children with identified language delay. However, systems to embed this support and guidance into children's individual learning has not been fully considered. Staff provide a varied range of activities to promote children's learning and development in all areas. Staff support children to develop their reading and writing skills ready for starting school. Staff play alongside children and talk about what they are doing. They repeat children's key phrases, extend sentences and introduce new vocabulary. Children adequately learn the basics and older children are beginning to learn more about shapes, number and colours. Staff share some information with parents verbally and through an electronic system. However, not all parents are sufficiently encouraged to share information about their child's learning and achievements at home.

Personal development, behaviour and welfare require improvement

Children build relationships and are kind and considerate as they help each other complete activities. Children receive lots of praise for their contributions to activities and completion of tasks, which boosts their self-esteem. Children learn about a healthy lifestyle through the provision of healthy foods and daily opportunities to be active outdoors in the fresh air. However, staff provide fewer interesting outdoor experiences for the babies to develop their physical skills to the highest level. Staff effectively encourage children's independence at mealtimes as they learn to feed themselves and to undertake simple care practices.

Outcomes for children require improvement

Children make appropriate progress overall, based on their starting points. They develop some key skills so that they are ready for the next stage of learning and for school, such as counting and recognising their name. In addition, children make friends and are confident in social situations.

Setting details

Unique reference number	EY490559
Local authority	Bradford
Inspection number	1023155
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	44
Number of children on roll	52
Name of provider	Surestart BHT
Date of previous inspection	Not applicable
Telephone number	01274 730415

Munchkins Childcare And Education Centre was re-registered in 2015 due to a change in premises. The setting employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above and the manager holds Early Years Professional Status. The setting opens from Monday to Friday, all year round. It is open from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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