

# Munchkins Day Nursery

Unit 6, Brackenholme Business Park, Brackenholme, Selby, YO8 6EL



## Inspection date

Previous inspection date

5 May 2016

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		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders of the nursery display a passion, drive and dedication to continuously develop the service they offer to children and their parents. Staff are motivated, engaged and involved as they evaluate, develop and enrich the care and learning environments for all children.
- The quality of teaching is good, and at times outstanding. Staff are particularly skilled at providing children of all ages with opportunities which challenge them during their independent play.
- Staff give the children good emotional support during the times when children move to the next room or prepare to move to school. The key-person system works well. Staff liaise effectively with parents about children's individual routines, to ensure children receive a good level of continuity.
- Children make good progress at the nursery. Staff help support children's social and emotional development very well. Children learn to take care of resources, share, negotiate and take turns. They make strong relationships and develop good friendships. They develop a positive approach towards being with others and learning.

### It is not yet outstanding because:

- Occasionally, staff do not fully consider the organisation of group time for the oldest children. This is because some group times occur at particularly busy periods when staff and children are preparing for lunch. Therefore, some learning opportunities are missed.
- The manager has not yet been highly effective in using assessment information about the progress made by different groups of children to inform priorities for further development.

## What the setting needs to do to improve further

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

- plan group times for the oldest children more thoughtfully, particularly during busy periods in the day, so that learning opportunities are not missed
- make better use of the assessments of the progress made by different groups of children, in order to help identify priorities and address further developments.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and one of the nursery's directors. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also took account of the written views provided by some parents.

### Inspector

Estella Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses supervision and appraisal to provide a good level of support and challenge to all staff. Professional development is given high importance. Each room at the nursery has a named leader and deputy. They work effectively with the manager and involve their staff teams to decide priorities. The impact of training and any new initiatives is carefully considered and evaluated to ensure this has positive results for children. Safeguarding is effective. Staff have a clear understanding of their roles and responsibilities to keep children safe from harm. Parents have good opportunities to become involved and included in their children's ongoing learning and development at the nursery. Systems for communication between home and nursery are effective and ensure good continuity for the children.

### Quality of teaching, learning and assessment is good

Staff know the children well. Their interactions with children are responsive to the unique needs of each child. Staff use observations and assessments effectively to plan meaningful learning experiences. They support and challenge children, helping them to make good progress. The different questioning skills used by staff throughout the nursery are highly effective and help the children to develop their language and communication skills. For example, older children are encouraged to explain the thinking behind some of their problem-solving actions. Leaders and staff ensure the environment supports children's learning. This results in excellent opportunities for all children during their independent play. For example, crawling babies can independently access their resources from low baskets and older children are presented with an exciting array of craft and collage materials in their creative area. Children freely access and use resources as they need them, both indoors and outdoors, in order to extend their play to the highest level.

### Personal development, behaviour and welfare are good

Children are well behaved and polite. They respond positively to the very good examples set by staff. The deployment of staff is clearly focused on supporting the children's emotional well-being. For example, a member of staff quickly leaves a routine task in order to provide additional comfort to a baby who needs it. Children and babies settle well in the care of a kind, stable and nurturing staff team. Staff promote children's healthy lifestyles well. Children have many opportunities to choose to be physically active in the exciting outdoor area and are provided with healthy meals and snacks.

### Outcomes for children are good

The good learning environment, together with the attentive and well-qualified staff, ensure that all children, including the very youngest, become confident and motivated learners. Children are generally working at, or just beyond, the level expected for their age. The progress each child makes is individually checked. Staff ensure that prompt and effective individual support is put in place when needed. Children gain key skills in early literacy and mathematics. Older children use the finger-gym area, manipulating a wide variety of resources which helps them to develop the muscles and dexterity they need for writing with pencils. Children are prepared well for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY478099
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	975537
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Munchkins Day Nursery (Selby) Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01757638868

Munchkins Day Nursery was first registered in 2011. It was re-registered in 2013 due to a change in company status. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. Seven hold appropriate early years qualifications at level 3, one holds an appropriate early years qualification at level 4 and two hold appropriate early years qualification at level 5. In addition, one of the directors holds a recognised early years qualification at level 3. The nursery opens from Monday to Friday, 7.15am until 6.30pm, all year round. The nursery provides funded education for two-, three- and four-year-old children.

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