

Little Munchkins Nursery

Inspection report for early years provision

Unique Reference Number	EY346101
Inspection date	17 May 2007
Inspector	Heidi Wilton
Setting Address	North West Community Centre, Henry Cort Drive, FAREHAM, Hampshire, PO15 6PH
Telephone number	07795 104334
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Registered person	Little Munchkins
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Munchkins Nursery is newly registered and operates from Northwest Community Centre in Fareham, and has sole use of the entire building during operating hours. A maximum of 26 children may attend the nursery at any one time. The nursery currently have 30 children on roll, including 18 who are receipt of nursery education funding. The nursery supports children with learning difficulties and/or disabilities, and those who speak English as an additional language. The nursery is open each weekday from 07:30 until 18:00. A total of five full time and four part time staff work with the children regularly. Three are qualified to NVQ Level 3, two are qualified to NVQ Level 2 and four staff are working towards NVQ Level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment and learn to understand that washing hands keep the germs away. One child told the visitor "I want snack, I better wash my hands". The older children

are independent in their self care skills as they take themselves to toilet and blow their own noses. Care is taken to ensure good hygiene for all the children is promoted, as they wash their hands after messy play and after stroking the horses. Staff clean work surfaces, tables and high chairs to ensure children are protected from cross contamination. They have robust cleaning checklists to ensure the environment and equipment are clean and well maintained. Good procedures, such as staff wearing disposable gloves for nappy changes, ensure high levels of hygiene are maintained and cross infection is prevented.

Children are cared for appropriately as many of the staff have up-to-date first aid qualifications and good knowledge of the procedures to follow should any accidents occur. Staff record accidents and administering of medication correctly to ensure parents are fully knowledgeable. They discuss the sick child policy with parents from the outset to ensure they are well informed about incubation periods.

Mealtimes are a social occasion when children giggle and chat with their friends. Children and staff sit together and enjoy a homemade meal of shepherd's pie and vegetables. Staff talk to the children about the foods and the healthy benefits of vegetables and fruit. Children's independence is fostered as staff encourage them to cut their food using their own knives and forks. Robust procedures are in place to ensure staff are aware of children's dietary and allergy requirements.

Children's physical development is enhanced by the broad range of activities provided for the children. They enjoy walks through the countryside to see the horses and love to jump and splash in the puddles along the way. They have fun joining in with the parachute play and giggle excitedly as they move the parachute up and down. Children enjoy dancing to a variety of music as they wiggle and bend their bodies to the rhythm. They roll, manipulate and cut play dough and enjoy linking the sections of the train track together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is warm and welcoming to children and their parents, who are greeted individually as they arrive. The individual welcome helps children to feel valued and ensures they become settled happily. Children play in a suitably safe environment and have plenty of space to move around freely. They independently access resources from the low level shelving and clearly labelled drawers.

Informal risk assessments are conducted daily to ensure hazards are minimised and formal checks of the building and equipment are carried out on a regular basis. This ensures children play in a safe and secure environment. There is effective supervision of children with appropriate staff to child ratios. Ratios are increased for outings to ensure children remain well protected and safe. All doors are kept secured when not in use and staff follow good procedures to ensure children only go home with their designated person.

Fire drills are conducted with the children on a regular basis and staff explain to the children the purpose of the drill to ensure they know what to do in the event of a fire. Whilst on outings, staff foster an awareness of road safety amongst the children, talking to them about the process to follow to cross a road. Some children confidently illustrate their knowledge of road safety as they state "stop, look and listen... and when no cars we can GO!" Babies and young children sleep safely and are frequently monitored by staff.

Children's welfare is protected well by knowledgeable staff who demonstrate a good understanding of child protection procedures. All staff give good priority to safeguarding children's welfare and show a clear understanding of how to record signs and symptoms. The child protection policy is in place but currently is not in line with the Local Safeguarding Children Board's guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident when they arrive at the nursery and settle quickly into the variety of age and stage appropriate activities. Plans are devised to ensure activities are linked to the Birth to three framework and staff ensure resources are appropriate for the younger children. Children in the baby and toddler room develop good close relationships with all the staff who interact with them at child level. They benefit from high staff to child ratios and the key worker system ensures they gain much individual attention. Babies explore a variety of activities to encourage their development. They become fascinated as they feel with their hands the different textures of the materials and love to hear the different sounds as they shake the sensory bottles. Babies' senses are stimulated as they play with the different hand held toys and musical activities and have fun as they feel and taste them. Staff celebrate their achievements with praise and encouragement which in turn boosts their self esteem and confidence. Toddlers have access to a wide range of activities. They have fun painting butterfly shapes as they squeeze the paint in their hands. Staff encourage their co-ordination as the children swirl and make marks with the paints and encourage children to talk about what it feels like. Young children learning to walk are supported by staff and are encouraged to use the many 'walk along' toys. In addition, children are helped further by the low level furniture in the room which is at the correct height to support them. Children have opportunities for active play both inside and outside. They have fun on the small slide and enjoy walks to the local parks. Children's individual needs are met as staff ensure their routines are respected, such as sleep and meal times. They can relax on the large cushions and big fluffy teddy bears as they listen to a story or take a nap.

Nursery Education.

The quality of teaching and learning for nursery funded children is good. Staff working with the funded children are well qualified and demonstrate a good understanding of the Foundation Stage. Plans are devised detailing differentiation for the different age ranges. Staff complete daily observations of the children and link these to the six areas of learning within the Foundation Stage. These are used to inform staff of children's next steps in learning. In addition, staff know the children well and have the knowledge to extend the children's learning. Resources and activities are rotated regularly to ensure children's interest is maintained and to offer them new and exciting experiences to explore.

Children are independent within the environment. They put on their own aprons, cut up the fruit for snack and choose their own activities from the low level drawers and shelving. Staff nurture children who become upset and talk to them about their feelings to help them feel happy again. Children sit together at mealtimes and older children are caring and sensitive towards their younger peers, offering them gentle cuddles or holding their hands. Staff offer continual praise and recognition to the children which in turn boosts children's self esteem and confidence.

Children confidently approach adults in the environment to ask for activities and equipment they would like to play with. They communicate together in the role-play corner, during group

times and giggle and chat together at mealtimes. Children enjoy listening to stories in the book corner and excitedly discuss the pictures and characters as the member of staff pauses momentarily to give them this opportunity. They have access to factual and non-factual books which fosters an understanding that books are produced for different purposes. Children who can write their names do so but those who cannot are not encouraged to make their mark or attempt their name on their own work. They have limited opportunities to explore emergent writing within their everyday play.

Children develop an understanding of number incidentally through everyday activities. They enjoy counting the amount of horses they see as they walk through the country lanes. Staff use their skills to pose open ended questions to enable the children to successfully calculate the amounts of horses seen along the way. They gain an understanding of weight and measure as they weigh ingredients during cooking activities and measure their heights against the large giraffe they have made. One child informed the visitor that "I've grown overnight". Children demonstrate their understanding of different measurements and use mathematical language such as big, bigger and biggest to identify the sizes of the horses.

Children enjoy opportunities to engage in creative play. They use their imaginations as they move furniture to make 'BMW' sports cars and enjoy using their hands to make the steering wheel. Children have fun using the toy kitchen and prepare a pizza meal for each other. They giggle as they submerge their hands into the 'gloop' mixture and state how it "feels cold and sticky". Children enjoy making structured art activities as they paint onto cling film and make print pictures. However, they have limited opportunities to engage in free, spontaneous art and craft alongside the structured activities.

Children benefit from first hand practical experiences and gain an understanding of the world around them. They look carefully at the caterpillars in the observational pots using magnifying glasses to observe the small details. Older children are extended in their learning as they are encouraged to observe daily the sizes of the caterpillars and to complete a table which reflects this. Children are given opportunities to see different animals and creatures and staff discuss with them how to look after them. Their concept of time and seasons is fostered through the time and weather display board and staff pose open ended questions to extend their learning.

Helping children make a positive contribution

The provision is good.

Staff treat all the children as individuals and ensure they all have access to the varied range of activities. Staff are sympathetic to children's individual needs, as they change children's wet clothes from the walk through the fields or set up the sleeping mats for those that are tired. Good resources, such as books and puzzles, raise awareness of diversity in the world in which they live. Children have fun celebrating different festivals such as Chinese new year and Easter and learn about different religions the children have within the setting. This fosters an awareness and respect for each other.

Children with additional needs are suitably supported by staff who work with parents and outside agencies to aid their development. Staff continue action plans within the setting to ensure consistency is achieved for the children. The setting supports children with English as an additional language and some staff converse with children using other forms of communications, such as Makaton.

Children's behaviour is good. They have simple classroom rules and are gently reminded to keep to these by the staff. Staff discuss with children at child-level any unacceptable behaviour and use distraction techniques to defuse the situation. Children clearly know when it is time to tidy up as they immediately stop when they hear the bell. They all become involved in putting resources away and help each other to do so. The children love gaining stickers and stamps for their hard work and achievements and gain lots of praise and recognition from the staff. Children's spiritual, moral, social and cultural development is fostered.

Parents feel the staff team are all approachable and are happy with the provision provided. Parents are given good, clear feedback at the end of each day and can have a copy of their child's daily diary if they wish. Parents' views are important to the setting, who seek their opinions through questionnaires to gain ideas of where improvements can be made. Parents gain good quality literature from the outset about Every Child Matters to ensure they know why the setting has policies and procedures in place. In addition, staff talk to parents about the observations they conduct on the children and the reason for doing so. Parents can access leaflets and brochures detailing important information in the foyer area and are welcomed to take any information home to read. The setting have a clear complaints policy ensuring parents are aware of routes to follow should they have any concerns. A complaints log is in place should any concerns arise.

The partnership with parents and carers is good. Staff build friendly but professional relationships with the parents and communicate with them about their child's developmental milestones. They show parents each day their child's observation sheets which detail what they have been learning with links to the Foundation Stage. This ensures parents can be part of their child's learning and can continue the learning at home. Parents welcome the open door policy and feel happy they can talk to staff at anytime about their child's development and learning. They are well aware of who their child's key worker is and receive good, clear feedback about their child at the end of each day. Parents all know they can access their child's developmental records whenever they wish. Weekly plans are displayed on the parents' notice board to inform parents of what their child is doing. Again, this serves as a good link for parents to their child's learning and activities can be continued at home. Staff have induction sessions for new parents and inform them about the key worker files, Foundation Stage and policies to ensure they are knowledgeable about the provision being provided by the setting.

Organisation

The organisation is good.

Children's care is enhanced by the nursery's effective organisation. Staff know the children well and make observations of their development to ensure they can meet their individual needs. The management have a strong vision for the nursery and have a dedicated staff team who work co-operatively to help the nursery run smoothly. Staff are supported very well by the management and the whole team work hard to create a homely, family atmosphere for the children. The setting meets the needs of the range of children for whom it provides. They have robust vetting procedures to ensure suitable adults are working alongside the children. Staff have a good induction process where they become fully informed about policies and procedures and the routine of the setting.

The leadership and management are good. Staffing levels are good and the large majority of staff have early years qualifications or relevant experience. The management provides good opportunities for staff to enhance their knowledge and expertise by attending in-house and external training. This ensures staff have the skills to support each individual child's well being

and education. The management are responsible for the daily running of the nursery and the performance of the staff team. They monitor the staff on a day to day basis and any achievements or concerns are discussed. The nursery is recently new and plans are in place to conduct the first six monthly appraisals for the staff team. Regular staff meetings take place and staff have opportunities to be involved with the planning as they input ideas and activities.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the child protection procedure in line with the Local Safeguarding Children Board's.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to make marks and express themselves freely through art and creativity.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk