



Little Munchkins

Inspection report for early years provision

Unique Reference Number	EY331736
Inspection date	04 September 2006
Inspector	Coral Hales
Setting Address	Scout Hut, 134 Blackbrook Road, Fareham, Hampshire PO15 5BY
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Registered person	Amanda Mirielle Gregory
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 opened in 2006 and the group is privately owned and managed. It operates from the Scout Hut in Fareham and is registered to provide full day care for a total of 26 children. The pre-school is open each weekday during term time from 09:15 to 11:45 and 12:30 to 15:00. A lunch club also operates between 11:30 and 12:30. During the school holidays a play scheme operates between 08:00 and 17:00. All children share access to a secure enclosed play area.

There are currently 39 children aged from two to under five years on roll. Of these, 19 children receive funding for early education. Children come from the local and surrounding areas. The pre-school welcomes children who have special educational needs and those who speak English as an additional language.

The pre-school employs seven members of staff. Of these, three hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted because staff take positive steps to promote suitable routines that develop the children's knowledge and understanding. This encourages the children to begin to take responsibility for meeting their own health needs. Children's welfare is maintained because staff respond to accidents appropriately as current first aid certificates are held and accidents are clearly recorded and details shared with parents. Younger children are learning to express their needs and are beginning to become independent, for example, by learning to dress and undress. As they grow the children become more aware of their own bodies and develop an awareness of others and their needs. Positive steps are taken to prevent the spread of infection, for example tables are regularly cleaned and toilets are well maintained. Appropriate measures are taken when children are ill, and this prevents infections from spreading. The children's individual care needs are well met because appropriate information is obtained from their parents at registration, for example, medical information, consent for emergency treatment and details of any allergies.

Children are appropriately nourished and have good opportunities to learn about healthy eating. Staff provide children with regular drinks and foods that are nutritious and comply with their dietary and religious needs. Children have suitable snacks and meals that promote healthy eating for example, apple, bananas, bread stick and pieces of vegetables. They learn about healthy eating as they discuss growing food, for example beans and when preparing food. Children are able to feed themselves independently, exploring new tastes and textures and are encouraged to try foods.

The children enjoy varied opportunities to experience physical activity and develop their skills. They access a range of activities such as riding wheeled toys, using the climbing frame and slide and climbing over the caterpillar. Children are therefore enabled to develop their confidence on a wide range of equipment that provides challenge. Younger children are becoming increasingly independent, acquiring new physical skills and control over their bodies. Their needs are well met because staff provide appropriate activities and resources to support the children's physical and emotional development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and are very well cared for in premises that are safe, secure and suitable for their purpose. This is because the staff allow children good access to a comprehensive range of facilities that successfully promotes their development within a safe environment.

Children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They

are of suitable design and are well maintained. Children's safety is well promoted because staff take positive steps to promote their well-being within the setting and in the outdoor area. Children are kept safe because staff ensure proper precautions are taken to prevent accidents and minimise identified risks. Children are learning to keep themselves safe. They begin to understand about safety issues both within the setting and outside and during planned and spontaneous activities. For example, children are reminded throughout the session to walk indoors, and to sit with equipment and not use it as they walk around the room, for example, scissors and pencils. Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. They develop an increasing understanding of how to keep themselves safe and self control in order that they do not hurt others.

The children are suitably protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice. However they are not secure in their knowledge of the new Safeguarding Children Board guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, contented and secure throughout the pre-school. Staff have a good understanding of the 'Birth to three matters' framework and this has a positive effect on the younger children's enjoyment and achievements. Staff plan activities in line with this framework and all areas are reflected. Children's progress is documented and shared with parents. Adults tell as well as read stories, looking at, and interacting with young children as a way of letting them know that they are important and valued. All children including the younger ones are forming strong bonds with the staff which increases their sense of well-being. Children gain confidence and new skills with good adult support and encouragement. Staff listen to and value what children say, talk to them and have high expectations of what they can achieve.

Nursery education

Children are happy, settled and keen to learn, they explore with confidence and enthusiasm and show delight in the experiences provided. They relate well to each other, and consequently behave well and begin to learn right from wrong. Children begin to understand that they are a part of a family unit and part of the group. They become increasingly independent when dealing with their physical needs. They begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing resources for themselves. Children respond well to simple instructions because staff provide simple clear directions. Good opportunities are provided for children to listen and to think things through. Staff are skilled at maintaining a good commentary about what is happening and provide children with new vocabulary and phrases. Children therefore are confident speakers, they listen to letter sounds, recognise their names and regularly share books and discuss stories. However during group story times the younger ones lose concentration. Children are developing their early writing skills and use marks to represent their ideas, for example, as they write postcards to send to friends and family. Children begin to make sense of numbers as they play, for example as they play shops in the role-play area. However routine activities are not always used effectively to develop their simple calculation skills or to promote understanding of 'more' and 'less'. They

recognise shapes and use words to describe size and quantity. They count spontaneously during play and enjoy singing number songs and joining in with the actions. Children are creative and express their idea and thoughts through art, music, dance and imaginative play. For example, they join in the singing and movements during a 'Sticky Kids' activity. They organise and take part in a 'picnic' in the garden and 'drive' a train to exciting places. Children use a widening range of materials and tools to help them to express their creativity. They respond in a variety of ways to what they see, hear, smell, taste, touch and feel. For example, they show interest when making the playdough and observe change as they mix the water in. Children learn about living things as they observe insects, or as they grow flowers and vegetables. They use working technology well, for example, telephones, a keyboard and really enjoy working out how the old fashioned water pump works. The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy.

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage and how young children learn. They organise the learning environment and programme of activities to provide a broad and balanced range of activities and experiences across the six areas of learning. This knowledge of child development benefits the children. Staff take time to find out what interests each child and what he or she knows and can do, and build on this information. They use an effective range of teaching methods to ensure children are focused and are able to resist distractions and persist for some time at chosen tasks. Activities are well planned and stimulating and interesting play experiences are provided to help children progress in all areas of learning. Plans are clear and list learning intentions. Good use of observations and assessment of children helps staff plan the next steps for play and learning and to ensure they provide for children's individual needs. Outcomes from activities, what children can do, their interests and enthusiasm are all taken into account when planning activities. Children also learn by participating in many day-to-day domestic routines and activities, as well as from particular activities and resources provided by staff to ensure they benefit from a wide and varied range of experiences. Children develop independence and decision making skills as they for example, decide when to have their snack or go out and play in the garden.

Helping children make a positive contribution

The provision is good.

Children make positive relationships and are involved in what is going on around them and gain confidence in their own abilities. Their needs are met well as staff work closely with parents and carers to ensure all children are fully included in the life of the pre-school. They have access to a suitable range of resources and activities that promote a positive view of the local and wider world. Staff have positive attitudes and present themselves as sensitive role models. This helps children to understand the needs of others. For example, sharing when playing and helping each other to clear away. Children's spiritual, moral, social and cultural development is fostered.

Currently there are no children with special needs or children who speak English as an additional language attending the pre-school but staff have past experience and ensure that they work

with parents and other professionals to meet each child's needs. Children behave well and staff effectively support the younger children in sharing and turn taking. Children's self-esteem and confidence is further promoted by the good use of praise and continuous quiet support and reassurance.

The partnership with parents and carers is good. This contributes significantly to children's well-being in the pre-school. Policies and procedures have been recently updated and are made available to parents. This ensures that effective communication systems are in place and staff and parents are clear with regard to their roles and responsibilities. This provides continuity of care for the children. Parents speak very positively about the pre-school, the staff and the good progress their child is making.

Organisation

The organisation is good.

Children are happy and settled and high adult to child ratios ensure that children are well cared for and supported during their time at the pre-school. They benefit from the effective organisation of the space and resources both indoors and outdoors. These enable them to make choices and develop their ideas as they play. Children's care is enhanced by the good quality of the group. Leadership and management is good. The staff work together very well as a team with clear aims for the continued improvement of the quality of care and education for the children. Staff regularly reflect and monitor the care and education. The manager use very effective recruitment procedures which ensure staff are appropriately vetted and qualified. Documents are used well to support the group, they are well maintained and stored suitably, and help staff to offer a quality service to parents and children. Overall, the provision meets the needs of the range of children for whom it provides.

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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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):

- develop staffs knowledge and understanding of the Local Safeguarding Children Board guidance
- ensure group sizes allow for all children's needs to be met

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):

- ensure that children have regular opportunities during routine activities to develop their knowledge of simple calculation

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